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The Training School Quarterly

April, May, June

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HERBERT E. AUSTIN

The Training School Quarterly

Vol. VI. APRIL, MAY, JUNE, 1919 No. 1

The New Educational Leader

S. B. Underwood, *Superintendent Pitt County Schools*

WHEN the Governor of North Carolina received from J. Y. Joyner his resignation as State Superintendent of Public Instruction to take effect January 1, 1919, he immediately made up his mind to appoint Prof. E. C. Brooks, then of Trinity College, to the position, and notified Mr. Brooks at once of his determination. This was one of the wisest acts of an exceedingly wise and helpful administration. With the whole State to select from, he picked a man, the choice of whom has met with universal approval from educators and laymen. By nature and training Mr. Brooks is admirably fitted for his new task, and he will hold high the standard of his office. He is preëminently a schoolman, and brings to his task rare energy, enthusiasm, and zeal. Withal, he has an unusual facility for getting things done. His administration has had a highly successful beginning, and it is already apparent that it will be really great.

Mr. Brooks knows North Carolina life and educational needs as few men in his generation have. He has given himself largely to the advancement of the State, and he is a fit leader for this new day. With the exception of a few years spent as a government official and newspaper correspondent at the national capital, and one year spent in study in New York, he has spent his life among his own people and his work has been in and for the schools.

Immediately after leaving college in 1895 he became a school teacher. He taught first in Greene County, near his boyhood home, and then became principal of the school at Kinston; following this with the superintendency of schools at Monroe, serving awhile in the office of the State Superintendent of Public Instruction as secretary of the Educational Campaign Committee, which did such splendid service to the State in the late nineties, and then going to the superintendency of schools at Goldsboro.

By this time he had ripened into a thorough student of educational theory and practices, an expert in administration, and an executive of rare ability. He made for himself a large place in the life of the town, and in the schools held a commanding place. About this time Trinity College decided to establish a department of education, and without hesitation Mr. Brooks, who was by all odds the best fitted man in the State for such a position, was called to be its head.

For twelve fruitful years he served the College and the State in this capacity. Perhaps his best work was done here. He was a painstaking

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scholar and a genuinely inspiring teacher. His department attracted attention at once, and made its impression upon the life of the State. He has shaped educational practice in North Carolina no little by his work at Trinity. The men and women who came under his influence there went out into the schools of the State with a large vision and a very definite set of purposes. There was no deadness in his teaching. It was a-quiver with life and meaning, and his students went out, not only with inspiration, but with very clear and sensible ideas which they proceeded to put into practice.

Professor Brooks became well known, not only within the borders of his own State, but throughout the Nation as well. He soon came to be a familiar figure in the councils of the National Education Association, the American Historical Association, and other national organizations. He was frequently called on for addresses in other states, and was a regular member of the summer school faculty at Peabody College. His courses in School Administration there attracted unusual attention. It is an open secret that he was constantly declining invitations to leave the State for service elsewhere. More than one large city tried to secure him as superintendent of schools, and other avenues of service opened to him, but he preferred to remain at home.

In the midst of a busy life as the head of the department of education at Trinity, and as a foremost citizen of Durham, Mr. Brooks found time to do a great deal of writing. He has been a frequent contributor to the educational journals of the Nation, and has published several books that have greatly enhanced his already growing reputation. His two textbooks, "The Story of Cotton," and "The Story of Corn," have had a wide sale both in and out the State. In 1916 he published "Woodrow Wilson as President," a thorough-going and highly appreciative study of the work of the world's great leader. He has now in press a volume on "Education for Democracy," which is the result of several years labor, and which is bound to take high place in our educational literature.

Before going to Trinity, Mr. Brooks had begun the publication of "North Carolina Education," a monthly educational journal which is widely read by the teachers of the State. He has kept this going in connection with his other duties and still finds time to edit it.

In fact, the most marked thing about the man is his inordinate capacity for work. He usually has enough under way to keep two or three men busy, but no one ever saw him ruffled or in a hurry. His mind acts like a flash; he finishes a task and moves on to something else. He has had time to be loyal to his duties as a citizen in the midst of all his accumulated educational tasks. In Durham he was at one time a member of the board of aldermen, served on the school board, was a prominent member of the Rotary Club, was vice-president of the Building and Loan Association, and the people of the fifth district even threatened to send him to Congress.

This capacity for hard work, coupled with his rare gift for working with people, will make him the greatest Superintendent of Public Instruction that the State has had. He has already shown his natural aptitude for the job. Coming into office just on the eve of the convening of the General Assembly, when the most important educational legislation of a century was to be considered, he took hold with a master hand, worked with and through the members of the General Assembly, made no enemies, encouraged coöperation—and they unanimously gave him everything that he asked for.

Superintendent Brooks is personally the most delightful of men. He has the full gift of friendship, and rare qualities of leadership. Those virtues will never be prostituted, and he will serve his State unstintedly and with unparalleled devotion. He will build wisely on the foundations laid by his distinguished predecessors. The State's educational future is assured. May Eugene Clyde Brooks be its commanding figure for years to come!

Emergency Demonstration Work

Elizabeth Bogle
Home Demonstration Agent in Winston-Salem.

THE N. C. State College of Agriculture and Engineering and the N. C. State Department of Agriculture in coöperation with the U. S. Department of Agriculture, have for some time had Home Demonstration Agents in several counties. These agents started in with canning clubs principally, at first, but now have a much wider and more varied scope. When war was declared and food saving became such a potent factor, these agents bent every effort in that direction. Because they were accomplishing so much it was suggested that such agents be placed in the cities of considerable size to stress conservation and give ways and means of accomplishing it. Thus the origin of the Emergency Home Demonstration Agent.

The city work with the same aim as county work, was taken up to last six months after the close of the war. In six cities in North Carolina the work was begun. Because there are many women's clubs and societies in a city, it is often best to work through clubs already organized instead of forming new ones. In other sections it has been found most successful to organize a new club. Both types belong to my list of clubs.

Before the signing of the armistice I found the women eager and anxious to attend meetings and do all that was possible toward food conservation. The Community Cannery here was established by the Demonstrator, the Council of Defense, and financed by the Rotary Club. It canned over 6,000 cans of fruit and vegetables in a little over two months. Practically all help was voluntary and loads of materials were saved that would have otherwise been wasted. After the armistice was

signed there seemed to be a general "let down" feeling and some clubs again took up "peace-time pursuits" and were not so enthusiastic over "war work." America's pledge of twenty million tons of food was then put before them and they were urged to save their part of it. They all seemed desirous of doing all they could but the enthusiasm was lacking.

As I saw it, the best opening for city work was then among the mill people. These other ladies had learned ways of conservation and were willing to carry it on, but the mill people did *not* know so much of it and many did not realize the importance of it. Winston-Salem presented an especially good opening along this line because there are so many mills and factories here. The question then was, "How shall I reach the mill people?" They often seem sensitive and unresponsive, so it was necessary to go at it in a very diplomatic way.

The Y. W. C. A. here is a home for working or business girls, and it has two secretaries who do welfare work in the mills, so I met them and began to visit the mills with them at the lunch hour, thus getting acquainted with the girls. I tried to be one of them. I remember once I was asked, "Are you looking for a job?" I said, "No, I have one." Then she said, "What do you do?" I didn't want to give her a long title or cause her to feel any disinclination to talk further, so I said, "Cook." She promptly answered, "This beats cooking all to pieces; I can run eight machines now and I guess you could after being here awhile."

After I was *"approved"* by the girls it was easy to find out what they liked and were interested in and what also was to interest them in my work. Through them I reached the mothers and many sisters and others at home. I have several garden clubs among the mill girls and there is much vying as to whose garden will turn out best. I have two cooking clubs, one millinery club, commonly called the "Hat Trimmin' Club," and one dressmaking club. At the last one we make most every known garment and make over dresses but it goes by the dignified name.

One woman's club is called the "Home Beautiful Club" because their object is to fix up the yard and the house. The improvements so far are wonderful and the neighbors who didn't formerly belong are gradually joining now.

The response from these people is wonderful and I have learned that they aren't so different from others. Many of the most open-hearted, generous people that I have met are among them. They are frank and outspoken, but loyal. I feel that they are the ones who really need the work.

My girl's cooking clubs meet at the Y. W. C. A., which has a beautiful Domestic Science room. They are so glad to have it used for this purpose.

The city work will close about June but I believe the Welfare workers will carry on this work and I am in hopes that a Domestic Science teacher will be placed at the Y. W. C. A.

A Sketch of Walter Hines Page

Before He Became Ambassador

WALTER HINES PAGE was born at Cary, North Carolina, August 15, 1855. He first attended Bingham School as preparatory to entering Randolph Macon College, where he is still remembered, both for his companionable qualities and his scholarship. Mr. Page attended Johns Hopkins University, 1876-78, and he was among the first twenty students of that institution to receive fellowships. He forsook studying Greek at Johns Hopkins for practical journalism on a newspaper out West.

Probably one of his most salient characteristics was the desire to travel and to study people and their conditions in life, and to that end he finally converted his position as reporter to that of a traveling correspondent in the South. His letters on the conditions in the Southern States were syndicated and read throughout the country, a certain interview which he had with Jefferson Davis attracting special attention.

His Southern letters brought him the offer of a position on the New York *World,* where for a time he wrote editorials and book reviews, but once, while on a visit to Raleigh, he was encouraged to start there the State *Chronicle,* a progressive newspaper. The *Chronicle* was published in the Upchurch and Williamson building on Fayetteville Street, and it was in this building, according to Colonel Olds' recollection, that Walter Page started the movement which resulted in the establishment of what is now the State College of Agriculture and Engineering.

In 1887 Mr. Page became editor of *The Forum,* and his combined literary and business talents helped to make that magazine a national force. Two years later he became literary adviser to the Houghton Mifflin Company. In 1896 he became editor of the *Atlantic Monthly.* Three years later he joined F. N. Doubleday in founding the publishing house of Doubleday, Page and Company, and he spent some of his best years in developing that firm. While he was connected with that company he edited *The World's Work,* and helped to raise that magazine to a position of editorial importance among current magazines.

Mr. Page was a member of the Country Life Commission, appointed by President Roosevelt. He was much interested in the South, and he was thoroughly acquainted with the social, economic, educational, and political life of the Southern people. As a member of the Sanitary Commission for Eradication of the Hookworm, and in his extensive writings on the subject, he did much valuable and lasting work. Mr. Page was a very active member of both the Southern and General Educational Boards. He was commissioned, as an educational expert, to visit and investigate the work done in the public schools of all the large cities. As a result of this investigation he wrote a series of articles which were

influential in causing the reorganization of public school systems in several large cities. He was in active sympathy with modern progress in education.

Mr. Page's views on the complicated race question were broad-minded and displayed a sympathetic understanding of the problems of both the white people and the black people in the South. He was especially interested in the moral and political education of the negro. While very far from being a rich American he was, in the best sense of the word, a representative American.

Mr. Page was appointed by the President to the American Embassy in Great Britain in 1913. The British press congratulated the President on the fact that with the new appointment he "paid a silent, but striking compliment to the good sense of the British people," and "assumed that what we most value in an American ambassador is not his wealth and his ability to lavish it on magnificent houses and huge entertainments, but his personality and his achievements, and the extent to which he brings with him the true flavor of American life."

MARY DANIELS, '21.

AS AMBASSADOR TO GREAT BRITAIN

[The following is an editorial from the *News and Observer.*]

"Not North Carolina alone but the whole nation, and, indeed, two great nations, lament the death of Walter Hines Page, the North Carolinian, who, Saturday night, after a long struggle with disease, fell a prey to it. For as Ambassador to England, Dr. Page deeply endeared himself to both that country and this, by comprehending the need for the closest possible relations between the two countries, and by bringing about by means of his superb diplomacy that close relationship and mutual understanding between the two great countries which have been such effective agencies in the composition of the mighty difficulties that have confronted civilization in the last few years. Walter Page's service in London was a service to mankind. It may well be that it had a substantial effect to the hastening of the end of the war.

This is to mention only a few of the high lights in Dr. Page's remarkably successful life. He wrote several books which were widely read and which revealed the originality and independence of the thought characteristic of him. In New York he was a force for civic progress, being always ready to throw his powerful influence on the side of the general welfare of the people. But, of course, the dominating achievement of his career was his service as Ambassador to Great Britain at the most difficult and delicate stage in the history of the modern relations of the two countries. When, owing to ill-health brought on in part by his arduous ambassadorial duties, he was forced to resign, he was made the recipient of the most flattering attentions of the public men and the press of England, all authorities uniting in ascribing to him ex-

traordinary success in the discharge of the duties of his exalted position. His death brought to a close a very unusual and strikingly successful career, one which is a matter of sincere pride to all North Carolinians."

[A Cutting from the *New York Evening Post.*]

"The appointment of Mr. Page to the American Embassy in Great Britain evoked sincere praise from the British press.

"King George received him at court in the place of the late Whitelaw Reid, May 30, 1913. All through the short but arduous and difficult term, Mr. Page served at St. James's court, he discharged his offices with great dignity and skill, eliciting general approbation, both at home and abroad. During the months preceding the United States' entry into the war, Mr. Page fulfilled his quiet but difficult and important duties with skill and tact, and his work in assisting American refugees in London was generally lauded by those who had appealed to him for aid."

AMBASSADOR PAGE ON THE COUNTRY LIFE PROBLEM

"The largest problem that faces American civilization today is the building up of country life. We have just passed through a period of organization of the machinery of the modern world, making the city and the railroad, but the country has been left out. Now we must build it up. We all know that in the coming centuries, as in the past, the character and the vision of American life will come from the soil."

Says Ambassador Page in his book, "Old Commonwealth":

"In our early days the characteristic of the people of the United States was individualism. Great as this was for the cause of democracy, it rested upon a false economic basis. A man's home cannot be his castle, for he is mutually linked as his brother's keeper, whether he will or no. A larger vision and a larger liberty and a larger opportunity have come upon us as the task for our working hours. We must organize them in the country."

Mr. Page's creed is:

"The historian of the progress of democracy could not write a more thrilling chapter than the events of the past ten or fifteen years, taking as the cue the note of the Conference for Education in the South. We began with the school and the child, and we end with them, of course; but every step has been toward a widening democratic ideal, to see how we could teach one another, and we have come to have a broadening sense of all that coöperation means.

"To till the soil, to train the children, to make the home, a work of continuous human sacrifice, I count these the greatest of privileges that can fall to the lot of man. We have worked on a program to bring to pass the dream of the fathers, that our Republic shall be and remain the hope of the world."

Daniel Boone's Boyhood

Thelma Mumford, '19

[History in the fourth and fifth grades of our model school is developed largely by means of American pioneer stories. In the fourth grade these are selected from the rich period of discovery and early settlements. In the fifth grade, the stories are grouped around the pioneers of the westward expansion movement, which began about the middle of the eighteenth century. One of the pioneer favorites of all children, especially of the children of the fifth grade because of their geographical background, is Daniel Boone. Miss Mumford spent two weeks developing the story below with the children.—Ed.]

DANIEL BOONE'S father did not like to live in a thickly settled neighborhood, where there were many people, but in a wilderness where there was plenty of game and quiet. When he married he bought a large tract of land, about 250 acres, in the beautiful valley of the Schuylkill, in Pennsylvania, and built a home. There were no neighbors for miles around them. It was here that Daniel Boone was born and here that he learned to walk, talk, and think—here he spent his happy childhoood.

The cabin in which he lived was small but comfortable. It was made warm in the winter by blazing logs in the great stone fireplace. In the summer, if the cabin was too small for comfort, there was plenty of room outside to sleep, and many a night Daniel slept under the trees with nothing but the sky for a blanket.

As a child in that humble home, Daniel did not have cake and pies to eat, but had plain food, meats of animals, bread, fruits and nuts from the forest. This made him much more healthy and able to meet the hard tasks of pioneer life.

His gifts and toys were very different, too. Oftentimes, when Mr. Boone returned from a hunt of several days, Daniel would run out to meet him, wondering what his father had for him. Instead of a ball or a toy he would get a shy little rabbit or a cunning little squirrel. This sort of present pleased him much better than a toy because he loved the animals of the woods and had no fear of them. These and his father's hunting dogs were his playfellows and comrades.

As soon as he was old enough, he went with his brothers and sisters to a log school house to learn to read and write. The schoolroom was small, dark and comfortless. The master was cross and unjust, and Daniel felt like he was in prison. He had been used to roaming around in the woods, where he was free and happy, and he missed the long solitary tramps.

When his father found out that school life was doing Daniel no good, he let him stop. This did not mean that Daniel had nothing to do, because in a life like this if he was old enough to go to school, he was old enough to be of help to his father. So he was given the job of looking

after the cattle. In the winter he cared for them near the home, watering, feeding, and attending to them generally. In the spring he took them to some good grazing place, several miles away, where they could get plenty of fresh, green food. As he had to spend several months, from early spring to late fall, away from home with the cattle, his mother frequently went with him. She doubtless looked forward to this little outing, as it gave her a change and a rest from the work at home. She and Daniel became great comrades. They read together a great deal, a favorite of both being Gulliver's Travels.

Daniel liked the open life of the range, but as it did not give him as much freedom as he wanted, he sometimes slipped away into the forest and forgot all about the cattle. He showed great skill in handling a rifle. Because of this his father gave him one for his very own, when he was twelve years old, with the understanding that he was to keep the family in meat. Daniel was delighted with both the present and the job. He told himself he was a grown man because he carried the weapon of a man. At the same time his father taught him blacksmithing, so that he could mend his guns when needed.

This young hunter might have lost his way while going on the long rambles, if he had not known the forest as well as the wild animals did. When the day was fair he was guided by the sun and when it was cloudy, by the moss on the north side of the trees. In a short time he knew the country for miles around; he knew the names of the trees at a distance by their leaves in the summer and by their bark and branches in the winter. He knew the places where the finest nuts and the sweetest berries grew, he knew the tiniest flowers, and when and where to look for them, and most of all, he knew the animals and the birds, their hiding places, their homes and habits.

As there were a few Indians in this section of the country, Daniel made friends with them and visited their tents, eating their food, traveling and hunting with them, learning their customs, tricks and characteristics.

Thus his boyhood passed until he reached sixteen, a happy, healthy, care-free youth. At this age his appearance was in keeping with his life. He was a good-looking fellow. His figure was erect and well developed. His broad, deep chest showed that he could run very fast without panting or getting out of breath. His head was set well on his shoulders, his face was pleasant to look upon with its high forehead, clear, calm, blue eyes and its firm mouth. His dress showed the kind of life he led. His clothes were made of skins of animals and trimmed with leather fringe. His cap was of the fur of some small animal with the tail hanging down behind. On his feet he wore moccasins made from skins and trimmed also with fringe.

About this time Daniel's father decided to move away because there were too many people moving into the wilderness and building their homes too close to him. Daniel shared his father's feelings and when

he heard the family was to move to North Carolina he was delighted because he knew that was a fine hunting place. In the spring of 1750 the Boones were ready for the journey. The women and children were stowed in canvas-covered wagons stocked with the necessities for a journey of 500 miles. The men and boys kept guard on horseback and drove the cattle. Slowly the little caravan wound its way along the familiar fields and woods, a sad yet a happy train, sad because they were leaving the old home, happy because they were going to a new one.

Their course lay southward through Pennsylvania to the Potomac River, and then up the beautiful valley of the Shenandoah. Their journey was not only slow but very rough. In many places there was not even a path, and seldom a wagon road, because there had been few families who had the courage to take such a journey. At night they pitched camp, rounded up the animals, hobbled the horses, built a great fire, and sat about it for supper and the evening rest. When bedtime came they placed a watch against the Indians and wild beasts. During the entire trip Daniel was the party's scout and hunter. It was his duty to supply fresh meat, and, after he had settled the easiest course for the wagons to take, to pilot the party through the rough, unknown regions before them. Such responsibility was excellent discipline as well as genuine pleasure for a lad like Daniel.

He explored the woods, searched them for firm, level ground, chose good places for camp, if possible, near water and pasturage, climbed many hills, went through many deep, dark gorges, always curious and learning. Whenever he could he fished for trout in the cool streams, saw and brought down game in plenty, and in their season picked medlars, mulberries and wild cherries for his mother, who looked after the cooking for the hungry caravan.

In the autumn, after a long, weary journey, the Boone family passed out of the valley of Virginia into North Carolina, where Squire Boone selected a claim at Buffalo Lick, near the Yadkin River. Daniel spent the rest of his youth here. After he became a man he went over into Kentucky where he became famous as a bear hunter and an Indian fighter.

Dr. Charles A. McMurry's Visit

ZELOTA COBB

THE visit of Dr. Charles A. McMurry, one of the foremost educators of the South, and, indeed, one of the educational leaders of the nation, meant more to the professional spirit of the school than any other visit we have had. He was in Greenville two days, the 14th and 15th of March.

His name is always on the tongue of every prospective teacher. We thought we knew him from his text books, for they are certainly used frequently enough in our school, but when he came we realized the spirit that goes through all of his books more than ever. Everything in his books seems to be living, speaking expressions of himself since we have known him. Some time after he was here I heard a girl who was reading one of his books, say: "This sounds just like Dr. Charles A. McMurry himself—I can hear him say it." Although we had read his books we could not appreciate his charming personality and gentle, refined manners, and his clearness of expression.

He gave us a demonstration, lasting through two lessons, of a type study in geography. Before he did this he showed us how the course of study had grown from three or four subjects to a great many subjects, and how the curriculum was being broadened, but that there was danger in attempting to enrich our curriculum and thought; that it is possible we will not get enough of anything, because we attempt so much. We were shown how geography and history are becoming tenfold richer than ever before. He illustrated this by telling that he actually found in one geography eleven topics brought out in one paragraph, such as mining, manufacturing, grazing, irrigation and farming. His big topic was *irrigation* and this involved history, language, arithmetic and geography. We were asked the question if we knew enough about irrigation from our study of it in the grades to teach it. Of course we did not because the geography we used merely brought out the word *irrigation,* which means that we only knew vaguely the definition of the word, and that irrigation was carried on in different parts of the country, but how and why were unknown to us. Dr. McMurry showed us how a series of lessons could grow out of the one word *irrigation,* but how, heretofore, it has been taught as one of many things, in one lesson or not at all.

As a type lesson of irrigation he took the Salt River project in Arizona. He brought out the reasons why it was needed, how furnished, by what means, and the value of irrigation to Arizona and the surrounding country. These were his big topics, which should be worked out in detail for the grades. He gave us some of the vital problems and thought questions that would be centered around irrigation. We saw how other irrigation problems were focalized around one big center, and when we had worked out one big topic on irrigation we have the key-thought that governs all. Although no two irrigation problems may be exactly alike they are all worked out on the same principle.

The word *idea* was the big thing that ran through his type lessons. When working out one of these topics on irrigation or any other subject, the first thing to get is a big *idea.* "An idea is what governs the facts." He stressed the point if we ever get an idea that something would happen, for an idea which is alive and grows like a tree, and will make us develop and amount to something that is worth while! We were asked to get one

big idea, which would be all we could handle or work with, and develop that. He illustrated this point by Fulton. His one idea was to invent a steamboat that would go up the river, which he worked on until he finally accomplished it, thus putting to work his one big idea.

The Senior class observed him teach a lesson on Fulton and the steamboat, in the seventh grade of our Model School, which brought out history and geography both.

Dr. McMurry won the love of every member of the Training School.

The Faculty already had high regard for him as many of them had been in his classes or had met him somewhere in life. The Seniors and Juniors were especially interested in his type studies as they are expected to put them into practice and try to increase the use of them more and more. His visit was an inspiration to Seniors, and it came at the psychological moment, just as they were closing their practice teaching in the Model School.

All the school caught the spirit of Dr. McMurry and they realize more than ever what his great work is doing for the education of the children of this country.

Advantage of Studying Under Superintendents

ELIZABETH WAGSTAFF, '19

IN this schoool we have a wonderful opportunity for coming in direct contact with the superintendents because of the fact the county and town superintendents are both members of the faculty. If we teach school we must work under either a county or a town superintendent and here we get the view-points of both and will know better how to work with them later. This is of untold value to us.

Every year the county superintendent teaches the Seniors the last three months they are in school here just at the time it counts most. We can't fully realize the value of this until long after we have gone, but even at the time we know it is helping us. It thoroughly convinces us that anyone who goes out to teach school has a great responsibility and loads of hard work before them. It also convinces us that if we go at it in the right way it is one of the most interesting and enjoyable kinds of work anyone can do. From this course in School Administration we get a clear idea of the purpose of all the work we have been doing here. Without this course it seems to us we would not be able to put over what we have had and it would be of little value to us. We get thoroughly familiar with the school law, how to run a daily schedule, the best way to manage children, how to keep school registers, monthly reports and the course of study. All of these things are taken up carefully with us, allowing us to ask any questions we wish to. They are all things we need and when he has taken them up with us we feel as if we are much better

prepared to teach school. We also learn from him the essential characteristics of a teacher, her authority, what she should do in the community in which she teaches and what she should require of her pupils.

This is only a brief outline of what the seniors get from the county superintendent's teaching and what it means to them. He makes his work so interesting that we are always glad to work for him and his teaching means better prepared and more successful teachers.

This year the students have had an additional privilege. It is the first time we have been able to come directly under the influence of the town superintendent. While we were doing our practice teaching at the Model School we saw him teach a number of lessons and he observed a few that we taught. This was of inestimable value to us for it was just at the time we could appreciate it best because we had already made attempts to teach and we still had time to put into practice in our teaching what we gained. Seeing him teach made us resolve to do better and more successful work as we saw him do so well and get such remarkable results. We knew we could not get such results as he does, but it created a desire in us to be able to get as good results some day.

In the sixth grade we saw him teach a series of arithmetic lessons in percentage. He was introducing it to the grade, which has always been hard for inexperienced teachers to do. He did it with so much ease and in such an interesting way it made us feel that it was not so hard after all. It gave us a much clearer idea of how to do it and do it in a way that would make it easy and interesting for both us and the pupils. He showed us that to do this we must get the children so interested that they will be glad to work.

The first day he took up the three types of percentage and got the rules clear and well fixed in their minds. He then took up the first type in detail. The children were called on to make and solve problems. Every child was given a chance to solve one problem orally or on the board. Numbers of oral problems were solved quickly. In this way before the end of the recitation all of us were convinced that every child in the grade understood the first type of percentage. On the two succeeding days he took up the second and third type the same way. At the end of the three recitations the sixth grade seemed to have a pretty clear idea of percentage.

In the seventh grade we saw Mr. Swanson teach a series of history lessons which were equally as good for us to see as the arithmetic lessons. In these lessons we learned that history should be connected with the children's experiences as much as possible. He proved that that was the way to create interest and love for history. Connect first with historic events the children are likely to know about at home, then go to the unknown parts of the world. When this series of lessons was over we all felt that we could teach history or arithmetic better than before, and no doubt we could.

When Mr. Swanson would observe our lessons he would often throw in little suggestions that would help both us and the children. It would arouse interest in the children and give us something better to work from. From these suggestions we got others which helped us in our next lesson.

This experience and contact with county and town superintendents will be sure to make all who go out from this school better prepared and more successful teachers.

Scenes from the Senior Play "A Thousand Years Ago"

The Training School Quarterly

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Editorials

The Senior Number

This number of the QUARTERLY is distinctly the students' number, the annual Senior number with the other classes each having representation. This is not intended to be an imitation or miniature "annual," although it has some of the features the annual has, and in its purpose is perhaps the same. Every girl in the Senior class during the year writes something for the QUARTERLY, and it is considered a privilege rather than a task. This has gradually reached this stage, and is not a set requirement, but the feeling has grown that it is a privilege to write, and they prefer to do it. It is quickly done, a collection of whatever they wish to put in. This final number of the year is theirs, and it seems to spring up almost spontaneously. They hardly know themselves what they have until it is all put together and comes out in print. Extra space is allotted them so that the same amount of serious reading matter as usual will be printed. This number has additional suggestions and reviews, because these also are theirs. Even the editorials are for the most part the girls'. The Faculty Editor is merely one big blue pencil, keeping herself in the background as much as possible, doing swift, sketchy work, rather than close polishing, leaving it as much the girls' own work as possible.

Contributions From Every Class

The group "Suggestion" from the Junior Class is merely sections from their note-books on Primary Methods put together but is to show what the class is doing; it leads to the kind of work they are to do next year when they

become the practice teachers, and to the kind of material they are to furnish for the QUARTERLY when they take charge of it. The material from the "B," or last year Academic Class, is what they used in an Assembly exercise, and has especial value because it is memorializing one of North Carolina's greatest men. The class had done this piece of work especially well and it is material that is worth much for its own sake. The First Year Academic, or "A" class, has only the report of their program on Lowell, but more of this will appear in the summer QUARTERLY.

What We Hope The Quarterly Means to Others

The teachers who have gone out from the Training School are scattered all over this State, and they no doubt miss the helpful suggestions and hints which were so graciously given them at the Training School, but the QUARTERLY is a long arm reaching out to them, which proves a friend in time of need. Of course it bears a personal relationship to those who know the Training School, and have been here, but it serves others as well, even though it is not in quite as personal a way. But we never put in a suggestion that does not furnish information for some teacher somewhere.

I once heard a graduate of another school say that the QUARTERLY meant more to her than any other magazine which gives help to the teacher. We trust that it is a source to which any teacher may turn for help.

MATTIE McA.

Suggestions

The suggestions are chosen entirely according to their suggestive value, that is, whether or not they seem to have anything in them that will give a suggestion to some teacher that will help her in her work. The final test is, is it practicable?

Many a time girls do excellent work, and the subject is well handled, but she has a conventional topic that is in every text book, or it has been exploited so much in print that there is no need even to call attention to it. Sometimes there is a little touch to the way in which a lesson is presented that is worth passing on.

Again it is an outline of some subject that the girl has had to collect material for from various sources; it is difficult for people away from a library to get this material, therefore it is worth a good deal to the teacher. Again, it is the way in which a topic is organized, or perhaps it is merely a device, but it helps a girl to succeed in the schoolroom. None of it is done by rule of thumb. M. McA.

Advantages of Teaching in the Upper Grades

We that have taught in the upper grades at the Model School feel that we can speak with authority on the valuable experience which we gained. Many of us felt that we wanted work in some of the upper grades because we preferred teaching in the upper grades, and who knows but what back in some girl's mind she had a lurking hope that some day she would be principal?

Heretofore practice teaching has been done in the primary grades only. Those teachers who desired work in the upper grades and who accept a position in such after leaving this institution, have had to plunge into the situation with no experience. They have had to adopt principles to actual teaching in the upper grades as best they could, whereas those who have had the opportunity of applying principles under skillful supervision know how to proceed when they walk into their own schoolrooms.

We that applied for work in the higher grades considered ourselves quite fortunate in securing the grade and subject of our choice, because we felt that the authorities considered us capable of the work.

When we began to teach we found that many of the principles which we had gained from our course in primary methods were with adaptation equally applicable to the upper grades and, of course, all that we had had in Psychology and Pedagogy. We learned that the problems of discipline and the methods of presenting subject matter were wholly unlike. The differences in the ages of the children and the prominence of various instincts called into consideration different methods of securing good discipline. We saw that we could not use "babyish" methods for the older children any more than we could approach the smaller children in the same manner we would approach grown people.

We had anticipated a great difference in the subject matter itself, so we were not disappointed when we found that the children, like all others, knew how to ask questions and that we must know how to answer them. To many of us it meant that we must delve deeply into the subject matter. But we know we have received untold benefit from the experience. R. H.

Day-by-Day Service

The Y. W. C. A. has been faithfully, every day throughout the entire year, carrying out the motto of the school, "To Serve." The true spirit of patriotism and service has been shown through this work. Although it took only one afternoon each week it came during recreation time, a time that is always full to the brim for school girls.

It has meant some drudgery, and it has tested the girls in many ways, yet each one did her part well. It is hard to sum up what it has meant to the girls but they are all unanimous in saying that they have derived much good from the work and have received much pleasure in doing it. All agree that perhaps the most important and most lasting good from doing this work is the fine team work, requiring not only pulling together but always being there when your time comes to pull.

M. M.

Dr. McMurry's Visit

Dr. McMurry came at the best possible time for the Seniors to get the maximum good. He came after every member of the Senior class had completed her practice teaching in the Model School. At times while teaching it had probably been a difficult task, for the theory received in class room work and putting it into practice seemed entirely different things. In Dr. McMurry's type lesson on Irrigation we saw theory put into practice so clearly that it seemed to throw light upon our past trouble. We did not realize that the purpose of his lessons was to illustrate the theories of teaching, yet as he developed the lesson we saw the principles stand out. It seemed so easy and natural. It is the same old story, that art looks easy.

M. MERCER.

Scenes from "A Thousand Years Ago"
The Director of the Play

Suggestions

Life in Holland

LIFE in Holland, the big central topic around which was grouped a series of language lessons in the third grade, proved very helpful and interesting, and other good work resulted.

To make the life of the Dutch and the country Holland, most real and vivid to the children, I presented these in story form. In working out the story I took pains to lay a foundation for geography, showing how people in different countries follow different occupations, due to geographic conditions.

The oral method of presentation with problem questions thrown in kept the children thinking and alive to the things that were told them and helped greatly with the development of the story. In my first lesson I told the class that the ocean was above the level of the land in some places, and made a sketch on the blackboard to show this. Seeing that the class grasped this idea, I asked them how they thought the people kept the water from overflowing the land. The class at once saw that if the water was higher than the land something must be done. As their minds worked on this idea I gradually led them up to the point where they could intelligently understand what I had to tell them about the dykes and their uses.

Below are the big topics and some of the subtopics of the outline around which the work was centered:

I. Life in Holland

A. Location of the country.
  1. How we would go to Holland.
  2. What we would see on our arrival.
    (*a*) Level low country.
    (*b*) Windmills—uses, etc.
    (*c*) Dykes—how built, use, etc.
    (*d*) Canals—importance, use.
B. Home Life in Holland.
C. Personal appearance and dress of the people.
D. Occupation of the people.
  1. Father's work.
    (*a*) Dairy farming.
    (*b*) Raising garden vegetables.
    (*c*) Raising flower bulbs.
    (*d*) Fishing, curing and packing fish.
    (*e*) Shipping.
    (*f*) Manufacturing.
  2. Mother's work.
    (*a*) Making butter and cheese.
    (*b*) Knitting, sewing, spinning, weaving, etc.

(*c*) Caring for home (very careful and clean housekeepers).
(*d*) Poorer class help with farm work, work in factories, fish, etc.
3. How the children help.
E. Some of Holland's customs that are so different from ours.

The daily plans from this outline developed the story of Life in Holland in six half-hour lessons.

The most important things in each lesson were illustrated by pictures. For example, in one lesson a study of the windmill and its uses helped develop the story. I showed the class a large picture of a typical Dutch windmill and we centered our discussion around the story told by the picture.

Some of the pictures used were obtained from the *Geographic Magazine* for March, 1915. Others were a collection of post-cards and pictures, which were loaned by a friend who had visited Holland, but the pictures which meant most to the children were those which they collected themselves. Some found books on Dutch Life with good illustrative pictures. Others brought the life-sized Dutch boys on panels which are used for advertisements of white lead paint, and some others found pictures of canals, boats, dykes, windmills, cheese market scenes, dairy farms, Dutch cows, people, homes, etc. This was of much value to the children because from this they got a very definite image of Holland, the people, dress, and customs, and at the same time learned to see and appreciate more the things around them.

The sandtable was another thing which was a great aid in making the story concrete. For this sandtable work the class was divided into six groups. An average of five pupils worked on the sandtable each of the six days that I was giving the class the story. That meant that every pupil had an opportunity to do some of this work and at no one time was there a crowding around the sandtable, which would have resulted in a disorganization of the work. Those asked to work on the sandtable came the mornings named and worked under my directions from fifteen to twenty minutes before school. Each morning we put on the things which we had talked about in the story the previous day, thereby having the work on the sandtable grow as the story was told. I tried always to represent a general concept and not a particular thing.

The first group that worked on the table made the general plan of course. My plans had been definitely worked out before, but I worked with the children and let them feel that they had a big part in the plan and it all depended upon their work. Thus, my doing as little of the work as possible put the responsibility on the pupils.

The second morning, as the table had already been planned, and the place for the ocean designated by having the ocean placed higher than the land, we then began building the dyke. The previous day, in our story we had talked about how dykes kept the water back, and how the people of Holland got the material for building them. From the study

of the dykes the children learned that in Holland there are about two thousand miles of dykes, and in some places they are over a hundred yards thick and twenty yards high. In this study the class saw something of the perseverance and skill required of the Dutch in building and keeping up these dykes which safeguard their little country. So we began working on our dyke with the children, realizing that we could show only a part of the dyke on the sandtable, and this was very, very small when compared with the enormous dykes which keep the angry waters from sweeping over Holland.

For handwork the whole class worked on different things which they could make to put on the sandtable. Some cut ducks from cardboard, others colored borders of tulips which had been traced and given them for the purpose. Still others modeled dogs from clay. These were hitched to milk-carts which were loaded with shining milk cans and placed on the road on top of the dyke. I made some Dutch houses and a large windmill, because the construction of these was somewhat difficult for the children. The whole class made small windmills in their drawing and some of the best of these were used. When the work was complete we had almost everything suitable for a Dutch sandtable from a toy ship on the canal to the old fat Dutchman with his milk pails. The class had enjoyed every minute of the work and at the same time it had clarified the ideas obtained from the story and made Holland and Dutch life real to them.

A poster showing many of the products of Holland was another thing of which the class was very proud and one which helped in leaving a lasting impression as to the industries and occupations of the Dutch. From old seed catalogues the children cut tulips, hyacinths, narcissus and other flowers common in Holland. In these they also found pictures of bulbs and collections of vegetables. From farm magazines and papers they found pictures of cows, ducks, chickens, and advertisements of pure cream, butter, and cheese. In old jewelry catalogues they found pictures of unset diamonds and other stones to show the diamond polishing industry which is carried on very extensively in Holland. They used small scraps of linen to show the linen industry. Many of these pictures and advertisements were in colors and very natural looking, therefore they made an attractive poster when carefully cut out and mounted on a large sheet of brown poster paper.

Some of the most interesting language work which grew out of this study was a debate. Just before the class studied Holland they had a study of Switzerland. After they had completed the study of both countries they were asked to think of all the reasons why one would like to live in Switzerland, and the reasons why one would like to live in Holland. In selecting these reasons they necessarily had to review the whole study of Holland and Switzerland and compare life in Holland with that

in Switzerland. After the review the class was given this question for debate: "Which is the better country in which to live, Holland or Switzerland?"

The children were thoroughly interested in this and from the debate some excellent language work resulted.

The class made sentences about the things learned in this study of Holland, and later the best were used to make coöperative paragraphs organized in such a way as to tell briefly the story. The children copied these paragraphs in their note books. This written language work gave practice in paragraphing, capitalization, punctuation, and organization.

I firmly believe Holland is indelibly impressed upon the minds of these children. IOLA FINCH, '19.

Getting Children to Observe Birds

We studied birds as a nature topic for opening exercise in the second grade at the Model School during the month of February. The first lessons were merely to interest the children and so we talked about the Return of the Birds. Chances were given for each child to ask questions concerning birds or to tell what he knew about birds. Much interest on the part of every child was manifested in watching each day to see what new bird had returned to the South.

Many birds were seen on the campus of the Training School but most of them at first were robins, but others began to come soon. Each child was eager to find a new bird and they received much pleasure by a trip at recess to look for birds. On this trip they saw many robins hopping about and they saw one Blue Jay flying from one tree to another which added very much to their trip.

Most of the material for class work was obtained from *The First Book of Birds,* by Olive Thorne Miller, and *Friend and Helpers,* by Sarah J. Eddy.

The general outline for the study of birds, taking the robin as an example, was:

I. The Return of the Birds.
   1. Where we see them.
   2. What they do.
II. Home of the Birds (particularly robin and Bluebird)
   1. Where they build their nests.
   2. When they build.
   3. Why they need no homes but a nest
      a. Leaves shade them.
      b. Feathers keep them dry.
   4. How long they use this home.
   5. Why they build their nests in secluded spots.
      a. Away from squirrels, cats and snakes.

6. What birds use to build nests.
   a. Materials.
   b. Where obtained.
7. The different kinds of nests. (The story of The Magpie, teaching the birds to build nests is good here.)

III. The Baby Bird:
1. Care.
   a. Eggs are laid.
      (1) Color of eggs.
2. Duty of mother and father bird.
   a. Father's duty is to sing to his mate.
   b. Mother's duty is to keep eggs warm.
3. The appearance of Baby Bird.
   a. Naked.
   b. Eyes shut.
   c. Big mouth.
   d. Appearance of feathers, gradually.
4. Baby Bird learning to fly.
   a. Exercise wings on side of nest.
   b. Flies from one near limb to another.
   c. Rests, then flies farther than before.
   d. Parents feed him at any place he goes.
   e. Parents very anxious for fear he will fall.
   f. Consequences of a fall.
      (1) Mother tries to persuade him to fly.
      (2) Method of concealing or carrying fallen bird.

IV. How the Bird is Fed:
1. Food brought by mother and father and dropped into the mouth of the baby bird.
2. What the baby bird eats.
   a. Ants, bugs, worms, wood berries, mistletoe, cherries, etc.

V. The Education of Birds:
1. His first lessons:
   (*a*) To take food; (*b*) to learn to fly; (*c*) to find food; (*d*) find a place to sleep; (*e*) to know enemies and friends; (*f*) to learn different calls; (*g*) to learn to fly in flocks; (*h*) to learn to sing; (*i*) to learn to build nests.
2. The methods the mother bird uses to teach the little one these things.

VI. Value of Birds.
1. Why we wish to know Birds.
2. The value of their eating worms and weeds, to the farmer.
3. How to attract Birds.
   (*a*) Plant shrubs; (*b*) high fences that cats cannot walk on; (*c*) be ready to go to their assistance; (*d*) water for bathing; (*e*) in winter give them food.

This outline was followed very closely in studying the Robin and the Bluebird. The children got the general plan of the outline so as to apply it to the most of the birds they saw. The children noticed on their way to school many birds and were very eager to tell about them.

While they were studying birds as a nature topic they also studied birds in their reading and their songs were bird songs. Three of the

songs taught were: "Robin Redbreast," "The Owl," and "The Bird's Nest."

In each of these songs the children made some motion to imitate the bird. In the first song they made their fingers hop quickly and sprightly to imitate the robin. In the second they made circles with their fingers around their eyes to imitate the owl's large eyes. In the third they moved the body and arms to imitate the rocking of the bird's nest by the wind. DOROTHY JOHNSON, '19.

Teaching Children to Draw Birds

The spring of the year, since many of the birds were returning, suggested "Birds" as a good topic for combining nature study and drawing in the second grade.

The preceding paper shows how the children became interested in birds and were made ready for the drawing work that was to follow. The purpose in having the children draw birds was to help them learn the shape, and, in some cases, the color, of the different birds, so they would recognize the birds they saw.

The three birds used for drawing were the sparrow, the bluebird, and the cardinal, or "red bird," as the children called it. The sparrow was used first because it is the most common and is easiest to draw. There is not very much difference in shape and size between the sparrow and the bluebird. The children pointed out the differences. The bluebird has a longer back and a longer bill. The "red bird" was the most difficult because of his topknot and bib.

Each child was given a hectographed copy of the sparrow, black crayola, cream drawing paper, and a pair of scissors. The following method used was taken from *How Children Learn to Draw,* by Sargent and Miller. The children marked over the outline of the bird with black crayola in the following way: (1) the slant of the back; (2) the curve of the head and the bill; (3) the breast; (4) the wing; (5) the tail, and (6) the legs and the feet. Each part was traced over twice before adding another part to the bird; every one started together, the teacher counting *one, two, three,* every time a part was added. This helped the children to keep together and to get the rhythm which made it easier for them to draw. Then the bird was gone over again in the same way. By this time they could see the shape of the bird on the other side of the copy; the copy was turned over and the bird was traced on this side, making each part of the bird in the same order as before, the teacher counting and the outline gone over a second time.

By going over the shape of the bird on both sides of the paper the children learned to draw the bird facing either right or left. Part of both legs of the bird was put on the copy, instead of having only one leg. This was done because if the small children had seen only one leg it might have confused them, as they would have thought the real bird had only one leg.

The bird was then cut out, and the children thus had another way of getting the shape of the bird. This cut bird was then placed on a piece of paper and traced around with a pencil. This traced bird was cut out. Then the children cut free-hand birds which were saved to compare with those drawn later.

In the second lesson the children drew birds in the following way: First, by going over the slant of the back with the finger two or three times, the teacher counting as they did so. Second, the slant of the back was made in the air with their fingers. In this way the teacher could tell whether or not the children were getting the shape of the bird. Third, the slant of the back was then pt on the paper.

Each part of the bird was gone over with the finger, then made in the air, and added to the part already made in the air. Every time a part was added the back had to be drawn first, then the other parts added in the same order each time, making in all *six* different drawings.

In the next lesson the children were given hectographed copies of the bluebird and the cardinal, and used crayola. These birds were outlined in the same order as the sparrow. Since these birds were to be colored, the outlines were made in the natural color of the bird. Third, the slant of the back was then put on the paper.

While drawing and studying birds the children were on the watch out for them on their way to school. One day at recess the grade was carried on a short trip to the woods where they were delighted because they saw many birds they knew. They stood on tip-toe almost holding their breath for a minute or two while watching a bird they were going to color in their next lesson.

By the above lessons and observations the children's appreciation and love for the birds has been developed.

VIVIAN JENKINS, '19.

Starting Percentage

Percentage in the Sixth grade should not be introduced as a new topic, for it is not, it is only a continuation of common and decimal fractions. The children should approach it only with this feeling:

"If the difference between fractions and percentage is not a difference in logical or psychological process, but chiefly a difference in handling number symbols, is it worth while to invest the subject with an air of mystery and to invent, for the edification of the pupil, from six to nine cases with their corresponding rules and formulas?"

The time I introduced percentage in this grade was during the Red Cross drive. The first recitation was given to a language lesson, discussing one of the Red Cross advertisements, "100 Per Cent Strong." I got from the children their idea of what 100 per cent meant, and tried to make it plainer to them by such questions as these: Does it require a group of people or an individual to get a 100 per cent card? How many homes represented here this morning are 100 per cent strong? During the discussion I tried to arouse their interest by asking them to name the places they had seen the word per cent or the sign %. The places they named were written on the board, and they were asked to finish their list at home.

Before going further, I had a rapid drill on Aliquot parts, requiring each child to make a table containing the most common fractional parts. During this period I brought out the different ways of writing per cent and left the correct idea that per cent was by the hundred, or so many hundredths—$5\% = \frac{5}{100} = .05$; $2\frac{1}{2}\% = \frac{2.5}{100} = .025$. I showed them that $\frac{1}{4}$ means one divided by four, $\begin{array}{r} 4)1.00 \\ .25 \end{array} = 25\%$; $\begin{array}{r} 3)1.00 \\ .33\frac{1}{3} \end{array}$; $\frac{1}{3} = 33\frac{1}{3}$ or $33\frac{1}{3}\%$.

If the children have mastered the four fundamental operations with integers, with common and decimal fractions, and if they can reduce common fractions to decimal fractions, and vice versa, they should have no difficulty with percentage. Then the time should be given up to the actual process of working out simple problems dealing with the child's environment. The problem should be adjusted to the present day activities, and the children should be trained to grasp conditions and to develop the power to apply the process to actual business and industrial situations. The problems should not deal with money only.

To introduce the first type of percentage, *to find any per cent of a given number,* is not giving the child a new thing but an old thing in a new way. There should be a rapid drill on simple problems. Example: "A man had 700 chickens and sold 25 per cent of them, how many did he sell?" "In a school there are 352 children. How many are absent on a rainy day if $12\frac{1}{2}$ per cent of them are absent?" "In this class there are 25 students, 60 per cent of the number are girls. How many girls are in the class?" Continue this until the children understand

thoroughly how to point off and why they pointed off two places.

$$\frac{60}{100} = \frac{3}{5} \qquad \begin{array}{r} 25 \text{ students} \\ .60 \\ \hline 15.00 \end{array} \qquad \text{or } \tfrac{3}{5} \text{ of } 25 = 15 \text{ students.}$$

I next presented the second type, *to find what per cent one number is of another*: "Since there are 25 students in this room and 15 of them are girls, what per cent of the students are girls? 15 out of 25 is

$$\frac{15}{25} \quad \frac{15}{25} = \frac{3}{5} = .60 = 60\%.$$

A man who owed $20,000 could pay only $4,900. What per cent of his debt could he pay?" "In a crate containing 175 oranges 7 of them were spoiled. What per cent of the oranges were spoiled?" "If the Boy Scouts had a crop of potatoes and sold them for $743.75, and the expense of raising them was $357; what per cent of the selling price was the cost?" After the children became familiar with problems of this type they were very much interested in using the exact figures sent out by the War Department, in finding what per cent of the men in the armies of the Allies and those in the enemy were missing, wounded, and killed. After this they compared the per cents.

In introducing the third type, *to find the number when a per cent of the number is given,* use some problem they have had. "If there are 15 pupils present today and that is 60 per cent of the number on roll; How many pupils on roll?" "A baseball team lost 8 games, or 25 per cent of the total number of games played. How many games were played?" "If it takes 25 per cent of a man's salary to pay his rent, which is $15 a month, what is his monthly salary?" Then I ask the children if they see any difference between this type and the other two types? The next and the biggest problem is to drill the pupils until they will readily recognize the type when a problem is presented to them for solution. When this power has been acquired, the solution of problems is an easy process. A part of each lesson should be spent in a snappy drill.

This oral work should include many easy concrete problems of each of the three types. It should also include much abstract drill work. Through easy oral problems the situations can be brought within the experiences of each child and he thus acquires power to tackle the more difficult written problems. REBA EVERETTE, '19

Studying the West

The Lewis-Clark Expedition

For a period covering about three weeks, the work in history in the fifth grade was a study of the West—The Lewis and Clark Expedition--which was a part of the Westward expansion movement.

The history was a series of fifteen lessons on the opening up of the West, or The Lewis-Clark Expedition. At the same time a series of type lessons in geography on the products of the Western Cattle Ranches was being worked out. Much of the spelling was taken from the words misspelled in the history, geography, and language lessons; therefore even spelling was on the same topic.

I introduced the Lewis-Clark Expedition by giving a brief review of the explorations of La Salle and Daniel Boone, the lands explored and the routes of both men. After this I told them in the briefest, most simple way possible of the growth in population, political strength and wealth of the colonies up to the time of the Louisiana Purchase in 1803. At this point the children were able to understand why the United States needed and wanted the Louisiana Territory. To link the purchase up with life in such a manner that every child might understand why the United States bought the land and then explored it, and also to make them think and judge for themselves, I asked the following questions: "If your father owned a large tract of land and there was a tract joining his for sale of which he knew very little, but was positive that this land was worth much more than the price asked for it, what do you think he would do, provided he had a large sum of money in the bank? What do you think he would want to know about the land purchased? How would he find out these things?" On the whole the answers were good. For instance one child's answer to the last question was: "I think he would go and see the land for himself if he could, and if he could not go, he would send some one he could trust.

We learned there were five great difficulties to overcome, namely: Indians, animals, rivers, climate and mountains.

We discovered that the different tribes of Indians they met on their exploration differed almost as much as people of different continents. Some of the tribes were peaceful and kind, while others were fierce, cruel and war-like. The Osage were the first large tribe of Indians they held a council with. They were a peaceful people who lived in villages and cultivated the land. Though courageous, they were less savage than most tribes of Indians. The Sioux Indians of Iowa lived in handsome lodges made of buffalo skins and gaily painted. They did their cooking and eating in small lodges or out-of-doors. The lodges they lived in were large enough for fifteen or twenty people to live in. These Indians dressed in the customary Indian blankets, much adorned with paints, feathers and beads. They were a brave, fierce, warlike tribe. The explorers spent the winter among the Mandan Indians. These Indians were also a peaceful and friendly tribe. Here a French interpreter and his squaw wife, known in history as "The Bird Woman," joined the explorers. The Bird Woman proved to be a faithful guide, and, even though the whole party had to encounter many difficulties, she never complained. The Indians west of the Rocky Mountains were, in many

respects, more civilized than those east of the mountains. Most of these lived in houses made of wood and mud.

The next of these five difficulties we studied about was the animals of the West. We learned that among the large species of animals the most important ones were the elk, buffalo, deer, antelope and grizzly bear. The skins of these animals were used for clothing and the flesh for food. Sometimes as many as a thousand buffalos were seen grazing on the prairies or plains. The grizzly bear was the most dreaded of all the animals. He was fierce, bold and strong, and would fight after being severely wounded.

The rivers became more rough and turbulent the farther west they went. Crossing the Missouri Falls and the Dalles of the Columbia River were two of the greatest and most difficult problems they had to confront.

The winters west of the Mississippi River were longer and far more severe than the winters of the Eastern United States. This caused the game to go southward during the winter. Therefore through the lack of proper preparation, caused from lack of experience of these awful winters, the explorers not only suffered severely from frozen hands and feet, but also from lack of food.

The mountains were a great barrier between the explorers and their goal. After knowing the height and difficulty they would have to face before reaching the other side, we were convinced that it took men of iron will and courage to attempt to cross these mountains. Not only were the mountains covered with ten or fifteen feet of snow, but there was great danger in their losing their way and perishing in the snow, and, too, they might have been carried out of existence any minute by a snowslide.

Our last lesson was in the form of a review. We summed up the work the men did on this expedition and its results. This review was managed by letting every child, as fast as possible, tell what he considered the most interesting thing about the expedition, and to ask any question about it he wished. I must say that even though I enjoyed every lesson I taught in the fifth grade this lesson seemed to me to be the most enjoyable of them all. Every child was not only eager to tell what he knew, but showed that he had been thinking to get the story. I believed my main purpose in this series of lessons was accomplished, namely: To get the children to see the difficulties in opening up the West and the results.

EVA STEGALL, '19

A Study of Ranching

Ranching was taught in the fifth grade for the purpose of teaching the location, temperature, and industries of the Western States.

The first thing we took up was a list of the animals that live on a ranch, and products and by-products made from these animals that could be found in the stores of Greenville.

The children made lists at home, then brought them to class. From these lists we made one large list, getting some products and by-products from each child's list.

CATTLE	HOGS	SHEEP	HORSES
Beef	Pork	Mutton	Fertilizer
Veal	Lard	Lamb Chops	Glue
Canned Beef	Sausage	Woolen Cloths	Sand Paper
Chipped Beef	Brains	Kid Gloves	Soap
Glue	Pig's Feet	Kid Shoes	
Sand Paper	Hams	Cheese	
Fertilizer		Condensed Milk	
Horn Hairpins			
Horn Combs			
Horn Crochet Needles			
Horn Needles			

After we had made this list, they wanted to find out about the place these things came from. So we took up the study of a ranch, what it looked like, the best location, and a description of the houses in which the people lived and the barns and corrals the animals lived in when at home.

The children put on large pieces of paper their idea of a ranch, placing the houses, barns, corral and water supply where they thought would be the best location. Some of the children drew plans of a ranch, some drew pictures of houses, springs, and corrals, and others drew graphs.

To make the study of a ranch more real the history teacher, Miss Sallie Joyner Davis, who lived on a ranch in Montana for five months, came down to the Model School and told the children about the ranch she lived on. This ranch, on which sheep were raised, was owned by her brother-in-law. It contained one hundred and fifty acres of good grazing land. All of the ranch had to be irrigated so as to get water for people, plants, and animals. The water came from two big reservoirs on the side of the mountains and was piped to the different ranches near by. After Miss Davis finished her description of this ranch the children had a good conception of what a ranch was.

Since we knew all about a ranch and the animals that lived on ranches, we wanted to find out how the animals were raised and treated. This we learned by studying a round-up. After we had worked this out fully in class, the children wrote papers telling how they would round-up cattle, sheep, or any other animals on the ranch.

After the animals were rounded up they were ready to be shipped, so they were driven to the train and put in special cars for shipping animals a long distance and sent to the large stockyards in the large cities.

Here we made a list of the cities that had the largest stockyards, the states they were in, and location, according to river, lakes and railroads:

CITY.	STATES	RIVERS.	LAKES.	RAILROADS.
Chicago	Illinois		Michigan	Center
Omaha	Nebraska	Platte joins Missouri		Center
Des Moines	Iowa	Des Moines		On Main line
St. Louis	Missouri	Mississippi		Center
Topeka	Kansas	Kansas		On Main line
Kansas City		Blue joins Missouri		On Main line

When the cattle were sent to the stockyards they were sold, most of them, to the large slaughterhouses.

We had a good time imagining how the animals were killed and prepared in the large slaughterhouses. After they were killed and prepared they were sold to the large packing houses. (All of the animals raised on a ranch go through practically the same process.)

From the packinghouses the products were sent out to the different cities and towns, some of them coming to Greenville.

In this way we traced the products and by-products of a ranch in a circle, starting in Greenville and coming back here.

CATHARINE S. LISTER, '19.

Arithmetic Based Upon Ranch Life

In the fifth grade, a series of very interesting arithmetic lessons grew out of the geography, which was based upon Ranch Life.

The first recitation was a conversational lesson, the teacher getting from the children the different articles that are made from the animals raised on the big ranches of the West.

Much to their surprise the list was very much longer than they had anticipated. Among the products mentioned were:

(1) lard; (2) sausage; (3) beef juice; (4) fertilizer; (5) canned hog brains; (6) mutton; (7) veal; (8) hams; (9) the tonic, beef, wine and iron; (10) pork; (11) condensed cream; (12) leather.

For the second assignment each child was given a product to inquire the price of at a store in Greenville. These lists were taken up and from all of them I made a complete list for myself, and hectographed enough copies so that each child could have one.

The problems and examples were based upon this list omitting the prices. This proved very satisfactory, as the children were very much interested in finding the prices on the list, especially since their mothers or grocers had given them to them.

The avoidupois table was taught through this means with much success, also the dry and liquid measures.

All of the problems were based upon their immediate home necessities.

Some of them brought out the difference in the prices of today and those before the war.

After teaching this series of lessons I am convinced more than ever before that the most practical arithmetic is that which uses the material that is nearest to the teacher and also to the child.

Here is one sample of problems growing out of this work:

I bought from the grocer 2 lbs. of lard at 35c. per lb.; 3½ lbs. of sausage at 40c. per lb.; 1 can of hog brains, weighing 1¼ lbs. at 48c. per lb. What will be my change from a ten-dollar bill?

MARIE R. WINSLOW, '19.

Spelling Lists of Common Words from the Third Grade

The children in the third grade needed to learn to spell a number of words that they had a constant use for, not only in this grade but ever afterwards. Many of the words listed in spelling books are dry and perhaps difficult to teach in an interesting way. For this reason I looked out for the opportunities to select from their other subjects words that were common in speech. I also had the children watching for these words and they learned to select those that they knew they had difficulty with when writing sentences, letters and compositions.

The list of words given here contain some that the children selected for themselves because they found that they needed them. List:

Good-bye	Certainly	Want	Friend
Whole	Sorry	Inches	Enough

I wrote these words on the blackboard at the beginning of my lesson and had a drill on them by using a simple game, "I am thinking of a word." The way we did this was to have a child come up and stand in front of the class and say, "I am thinking of a word in today's lesson; of what word am I thinking?" calling on one child to answer. Then the children would look at the words on the blackboard, and the child called on would name one word found there and spell it. If he was not thinking of this word the leader would ask one child after another until the right word was guessed. Then I would make a mark through it, and have the child that guessed the right word to come up in front of the class and be the leader. We continued the game until all the words were guessed. This game was for the purpose of getting these words fixed in their minds. After this oral drill I gave the words out, having the children to pronounce the word, then write it in their spelling pads. Then I corrected their work immediately by going around to each child, and having his attention called to the mis-spelled words if he had any, and to the neatness of his work. Then I graded each child on his spelling tablet according to his work. Those who had no mis-spelled words were commended.

When I made my assignment for the second lesson the children had had the story about our flag, so I had them to tell me of some of the words they thought they would need to use in telling the story, or making sentences about the flag. They suggested this list of words:

Large	Stripes	Red	Staff
White	Stars	Blue	Honor

I had them to copy these words from the board so as to make sentences that night for their lesson the next day. In my next lesson I had several children to put their sentences on the blackboard. After they had written their sentences on the board I had the class to criticise them, as to punctuation, capitalization, and whether these words were used correctly in the sentences. I also had their attention called to the neatness of their work.

In learning the multiplication table the children played keeping store. They had two children to sell things, such as chairs, Teddy bears, bureaus, tables, washstands, elephants, etc., which were all made from paper. Then the other children acted as customers and went to the store to buy things. They carried pieces of paper with numbers on them for money. They had to know or find out before they bought their goods how much change they were to get back. In playing this game it was necessary for them to know how to spell and use this list of words correctly:

Bought	Clerk	Dollars
Money	Change	Chance
Chair	Certainly	Store
		Storekeeper

This day, in addition to the drill and writing in spelling pads I made sentences, using the words I thought they would need most then and hereafter, and in this way they learned how to spell them correctly and to know their meaning.

From day to day the children had been keeping a weather chart. In doing this it had become necessary for them to learn how to spell some words that were connected with it, and in giving this list we added some words to it that the children had missed in writing sentences:

Minute	Month	Change	Something
Hour	Year	Clear	Brought
Week	Cloudy	Fair	Once

I used perception cards with these words written on them with black crayola. One child at the time came up and drew a card from my list. The other children guessed which word he drew. We continued this until all the words had been guessed. Then they wrote these words in their spelling pads as I gave them out.

In a review lesson we selected those words that the children had misspelled, or used wrong in the study of Switzerland, writing sentences, compositions, etc. The others were words that they had gotten confused as to how and which one to use:

Beg	Cloudy	Found	Something
Begged	Cared	Farther	Going
Beginning	Drop	Going	Sorry
Beach	Dropped	Happened	Soon
Brought	Dropping	Jumped	Learning
Begin	Edge	Under	Together
Began	Early	Enough	People
Change			Mountain

We gave these words in three lessons, having ten words to the lesson. When we gave this lesson we made sentences using those words that we thought the children would need most in their work. This caused them to get the meaning of the different words.

This is a list of words the children checked up in their work and found that they needed to know how to spell them, not only in their spelling lessons but in all of their other work. They also needed to know how to use them correctly:

Who	Heard	Worth	Paper
Whose	Letter	Flowers	Received
Whom	Weather	Uses	Soon
Enjoyed	Enough	Move	Under
Breaks	Going	Town	Something
Carry	Leaving	Once	Sorry
Carries	Getting	Person	Together
Carried			

I taught these words in three lessons having ten words to the lesson.

When the children took up the study of Holland they found it necessary to spell and use this list of words:

Windmills	House-boats	Roofs	Cattle
Canals	Walls	Dutch	Dyke
Ocean			

The last lesson was a review on all the words they had missed during the times I taught spelling. MILLIE HARRELL, '19.

Teaching Songs to the First Grade

Every child with normal hearing and a normal speaking voice can be taught to sing. The characteristic qualities of the unspoiled child voice are its lightness, sweetness and flexibility. Practically all children enjoy singing and are more than glad to turn their attention to a new song, if they are approached in the right way.

First grade children are especially fond of motion songs and Mother Goose rhymes, as "Hey, Diddle, Diddle," "Little Miss Muffett," and "Little Jack Horner." Before the teacher attempts to introduce a new song to her class she must first become interested, for there is a certain amount of enthusiasm and expression that she must have in order to appeal to the children, as the first essential in the presentation of a rote song is to arouse their imagination and get their attention which comes from genuine interest.

In presenting a new song to a first grade, the teacher will first sing the song, then in a brief conversation she will bring out the story, and explain any unfamiliar words. Next, she will sing the first phrase clearly and distinctly, asking the children to repeat it. When the first phrase has been learned the second may be taught in the same manner. When this is accomplished the teacher will join the first two phrases, and have the children follow her. She will then present the third and fourth phrases in the same way, and join these. Other phrases should be taken similarly. The next step is for the teacher to sing the entire verse. The children will now be prepared to imitate as a whole. After learning a new song the teacher should not dwell on it too long, as this will cause the children to lose interest and form a dislike for it. She should review some songs previously learned, to prevent the children from growing tired.

The teacher should be very careful with her singing before the children. She should try to develop light quality of tone and distinct enunciation; these are very important and as little children are so imitative they will try to follow her as much as possible. It is also very important that the pitch of songs be kept in the natural high range of the children's voices. Their singing should at all times be light without strain or effort. RUTH WHITFIELD, '19.

Letter-writing Between Two Third Grades

I have had an opportunity to see some real correspondence carried on in the third grade of the Model School. Formal letter writing is started in this grade.

The work in this particular grade was not done through imagination, that is, the letters were not written by the children to some pretended person, handed in to the teacher, pretending that they were mailed, and then given back to them, as an imaginary letter might have been done. Instead, the teacher got the names of pupils of another school and gave them to the children. They take those names and write their letters under the supervision of the teacher, and actually mail them. They are put in one, two, or three large envelopes and sent to the same place.

Different sets of letters have been received several times. Each time the letters are opened in the schoolroom and answered under the direction

of the teacher. This grade wrote to the pupils of the third grade in Mt. Pleasant, Michigan, whose teacher is Miss Morris, formerly of the Model School here, and who taught, in the second grade last year, many of the children are now in the third grade of the Model School. This made it more interesting for those who knew the teacher of the Mt. Pleasant pupils.

The work was greatly enjoyed by the pupils, and was not thought of as something that was required. However, the teacher had several real reasons for doing it. The one big aim back of it was to teach the form of a letter, namely, the heading, salutation, body, complimentary closing, and signature. This real correspondence gave the children a motive for learning how to write a letter. They wanted to write the letters because answers would be received from the ones to whom they were written. Another reason for doing it was to get back from the children, in a summarized way, what they had been taught. It gave the teacher a chance to get returns from the children indirectly, and to clear up any incorrect ideas that they might have obtained. It created an interest in what they were doing, so that more work along the same line could be done. Another very important reason for this work was to teach capitalization, punctuation, paragraphing, and correct use of words. In other words, it is an indirect, yet very useful and practical way of teaching technical English. It gave the children practice in writing a friendly letter, in telling things in a brief, yet clear and interesting way, and at the same time encouraged them to improve their penmanship.

The teacher of the third grade handled the work very skillfully and with much success. Each pupil felt responsible for his or her own individual letter. All of the children wrote their letters at the language period, each writing the things that he preferred to tell. They were held responsible for the spelling of words previously learned, but new words were put on the board when they were called for by any child. Thus it was clear that this work had many values which were being unfolded indirectly.

Some very interesting letters were sent and received. Since it would be impossible to tell all of the things that were put in these letters, I have selected a few characteristic ones from each school, which will be found below. These letters were written by pupils in the third grade of the Model School and in the Mt. Pleasant School, Michigan:

Greenville, N. C.,
March 13, 1919.

Dear Mary:

We received your letter and were glad to hear from you. We received your Valentines and were glad to get them.

We are going to send our weather chart. Miss Whiteside has just finished the Secret Garden and has just started Hans Brinker.

The temperature today is 72° and is very hot. I didn't even wear a coat.

We are studying about Holland and we are making a sandtable of Holland. There are many windmills in Holland too. From

LEONE ALLEN.

Greenville, N. C.,
March 14 1919.

Dear Russel:

How are you getting along? We are studying about Holland. We also have flowers in our room. We have plum blossoms violets and hyacinths and other flowers.

We have a sandtable of Holland and a poster, too. We have lots of pictures about Holland. Your friend,

WILLIAM TUNSTALL.

Mt. Pleasant, Mich.,
March 6, 1919.

Dear Van:

We received your letters and enjoyed them very much. Miss Morris was to Chicago all last week. She told us that she saw Sam Underwood's father in Chicago. We are going to send you our weather chart.

Will you send us your weather chart, too? The snow plow has gone around. Do you know what a snow plow is? It is a thing that goes around in the morning and sweeps the snow off the sidewalks. The temperature is two degrees today. The trees are covered with frost.

Your friend,

RUSSEL FLYN.

Mt. Pleasant Mich.,
March 25, 1919.

Dear Sallie Josephine:

We received your letters and we enjoyed them. We are studying about Holland, too. We have a big picture of a St. Bernard dog in our room. We had a snowman contest with the second grade and the first grade. The third grade snow man stood up the longest. We are going to send you some pussy willows. Do you belong to the Health Crusaders? We are going to belong to them. We have geraniums in our schoolroom. Spring just began here. The robins have come back from the South. We are going to have a spring vacation next week. We went out to the woods today. We saw a violet plant just coming up from the ground. The temperature today was 40° and the wind was from the southwest. We went up to the gymnasium last Friday and the fourth grade had a play and the second grade was up there, too. The buds have just come on the trees. We are reading a book about the Dutch Twins. We have made a riddle book.

From

NAOMI CALLIHAN.

We see from the above letters that many and varied results would come from such a course in letter-writing. Among the many results that were obtained from the work a few were as follows: it made sure

the mastery of the form of a letter; it gave an appreciation of what they were doing, thereby arousing greater interest in the work; it paved the way for correct punctuation, capitalization, paragraphing, and use of words; it gave practice in writing a friendly letter, in telling things in a brief yet clear and interesting way, and at the same time encouraged them to improve their penmanship; it created competition, making them desire and strive to do better work; and it caused the children to feel a need for writing plainly and in such form that it could be read easily.

As the above results were given from my viewpoint as an observer only, I was not satisfied to state them without first consulting the teacher of that particular grade lest I should leave out some. From my consultation with her, I found that all of my observations were correct. Furthermore, she gave me some very interesting and practical values that grew out of the work. She said, "It made the children realize the value of knowing how to write legibly, to spell correctly, and to tell things in an interesting manner. It created an interest in knowing where Mt. Pleasant, Michigan, is, which led to the study of a map, and what the scale of miles on a map means. Out of this grew some interesting number work in drawing to a scale a plan of the schoolroom, to be followed later by a sand map of school grounds. By comparing weather charts and through items in letters as to products, excursions, and outdoor sports, the children got the idea that a difference in locality means a corresponding difference in climate, occupations, and products. This lays a good foundation for future work in geography. These are only a few of the good things that have come out of this correspondence."

It takes some time to carry on this letter-writing in that particular way, so I asked the teacher if she thought it was worth the time taken. Without hesitation she said that it was decidedly worth it. Since we who have tried are enthusiastic and see the many opportunities and values that may come from this correspondence, some of which cannot be obtained by any other means, why do you teachers in other schools not carry it on in a similar way?

MARY MCLEAN, '19.

Giving Publicity to the Children's Work

There is no greater stimulus than publicity. An excellent way of securing good English work from children is to have them report for print on what happens in their grades.

For instance, the Third Grade of the Model School had a very interesting program and invited their mothers and fathers to be present. The guests were entertained by songs, a spelling match, games, and by a debate on "Which is the better place to live, Switzerland or Holland?" Although it was no planned program and simply grew out of their every day class work, it really made a most enjoyable program.

The next day the teacher had the children to write for the QUARTERLY report of their program, telling what happened and how the visitors liked it.

This is one of the many good reports for the QUARTERLY.

The Third Grade of the Model School invited their mothers and fathers to visit their schoolroom. About twenty people came. We had games and an arithmetic race. We sang, "I Salute Thee," "The Blacksmith," "The Windmill," "True to the Flag." We had a language game; our captain was Leona Allen. We had a debate about Holland and Switzerland. The characters on Switzerland's side were James Lanier, Sam Underwood, William Tunstall. On Holland's side were Evelyn Hart, Archie Sugg and Macon Jones. The Holland side won. This is the end of our program.—By Elizabeth Norman.

There is a great deal here for teachers to get, for there are many values in this kind of stimulus, such as, the children work with a great anxiety and interest when they know that some one is going to see their work or that it is to be published. It gives the parents a great pride in their children.

Here is another example of how publicity is a good stimulus:

The Fifth grade took up jingles in their language work and when through studying it were told to write some original ones and the best ones would be published. Here are some of the results:

HOME-COMERS

Tramp! Tramp! Tramp!
Here comes the boys from France
In their khaki pants
Singing of their victory of dear old France.

Tramp! Tramp! Tramp!
The bugle will call no more
Because the boys are home forevermore.

Tramp! Tramp! Tramp!
The flag guides each brave and true
Sammie boys back to you.

—By Wayland Hart.

VACATION

Vacation has come and our school work is done,
And now we will have some fun,
And out to grandpa's farm we run,
We care nothing for the sun,
Just so we have some fun.

—By Frances Norman.

SPRING

Spring, Spring, oh gladsome spring!
I think you as good as any king!
When the pretty birds sing
And the lark's on the wing,
Oh! you make my heart ring,
I welcome you, happy, sunny spring.

—By Alice Foley.

WAR

War, War, is so bad,
It makes everybody sad,
They tell their mothers good-bye
Then their mothers begin to cry.

—By Lucile Duke.

This is not a new idea, but we have recently had abundant proof of the fact that it will work well.

There has recently come to us a most interesting copy, Volume I, Number 1, of the "Training School, South Georgia State Normal Collegs News." All of this is written and edited by the children. It contains an excellent play, "How Do You Spend Your Nickels?" written and played by the children of the third grade, about thrift and the French orphan fund. It also has a number of poems and jingles, health articles, a play about George Washington and his army, current events, and everything is written by the children.

The same goes over into the Senior class of the Training School, for when we know that what we are writing is going into print with our names signed to it, there is always much more interest taken in it than if we are writing without any hope of getting into print.

BLANCHE ALLIGOOD, '19.

Books About Children

Teachers, parents, older brothers and sisters, aunts and uncles—is there anybody in the world left out?—should read books and stories about children, written by people who know the child. I mean stories in which children themselves appear, and not the adult wisdom *about* children and their activities.

In making this statement I do not mean that parents and teachers should not read books on psychology of the child or child study, but if one reads only abstractions and principles and does not allow his reading of concrete forms of child life to keep pace with this he is apt to depend too much on theory. Reading stories of children helps to understand these principles as laid down in psychology and child study. There is that help to be gained from books and stories that cannot be secured elsewhere. From daily contact with children a few hours at the time we get only fragments of their lives with the group, wherein if we read the stories we get the motives and underlying reasons that bring about

certain results, in that we see what precedes and what follows. We see how every act of the child is related to the whole story. By reading thus, and then by observing children directly, the teacher begins to realize the childish fancies, and sympathies, and can enter into their lives more genuinely.

There are two classes of books and stories under the group considered here: (1) Those books about children that children enjoy; and (2) Those books about children which only grown people enjoy.

In the first class there is apt to be a great deal of action and children do things that children as a rule love to do themselves; while in the second type, those that only grown people enjoy, is of the more serious type that deals with the mind of the child, and his motives are analyzed more fully. However, I do not mean to say that grown people like only this type, for grown people enjoy reading the other type also. Among the books which I have in mind of the first class are: *"Rebecca of Sunnybrook Farm,"* Kate Douglass Wiggins; *"Tom Sawyer,"* Mark Twain; *"Penrod,"* Booth Tarkington; *"Being a Boy,"* Charles Dudley Warner; *"Story of a Bad Boy,"* Thomas Bailey Aldrich; *"Little Women,"* and other Alcott books. All these are enjoyed by children.

Among the books for more older people, such as *"Emmy Lou,"* Martin; *"Mill on The Floss,"* George Eliot; *"David Copperfield,"* Charles Dickens. These books deal with serious situations and help to clarify ideas that are sometimes wrong in the minds of grown people about children. I wish especially to call your attention to *"David Copperfield"* and *"Mill on The Floss,"* where the story opens with the little fellow and follows his whole life story, and there you see the relation that his childhood bears upon his after life in the course of events.

There is the story of the overdrawn type of child as seen in the stories of the goody-goody type with the too-good-to-live and too-bad-to-die. Then there's the over-exciting type of story as represented by Alger in his books, where there is too great a stimulus and they become too emotional. I wish to call your attention especially to the fact that there are trashy books written about children just as there are other trashy kinds of literature, and just as other trashy literature is ruled out, so should these which I've mentioned, and other maudlin stories that so strongly appeal to the emotions of the child through such trivial and frivolous plots, be avoided.

People are becoming more and more thoughtful of children and their welfare. They have found out that children's minds are more complex, and respond to ideas more quickly, than those of a lower animal, and therefore require a more careful study in order to meet their needs to the best advantage. This careful study should be of the child in its natural environment, acting in the group in the course of consecutive events, as they come in common everyday life, and not as they become overdrawn and painted up for a pleasing picture.

IVY MODLIN, 19.

Observations on Reading Lessons

BY THE JUNIOR CLASS

In our observation work at the Model School we noticed that every little thing that was done had its purpose, and these purposes all went to build one big purpose, though the lessons could not be called formal. On the other hand they were informal, as informal as play, and the pupils felt just as free to speak their opinions and ask questions as if at real play. In fact, I think they enjoyed their lessons almost as well as play.

Questions were well planned and those that brought out character study, comparisons, the big thought sections, organization and language work, were so tactfully asked that the children scarcely realized they were actually studying hard. The use that can be made of the title; the purpose of both oral and silent reading; the importance of organization; the use of dramatization, of oral and written assignments, and of summarizing paragraphs and outlines; and the importance of a definite aim for the children as well as for the teacher—all these were clearly distinguishable to the Primary Methods students observing. "The King of the Golden River" is the story in the study below.

EDITH MATTHEWS, '20.

The Children's Preparation for "The King of the Golden River"

Before a new story is begun the teacher should prepare the children for the story. The first preparation for "The King of the Golden River" was begun by the question, "Why was this river called the Golden River?" Of course the children didn't know. In this particular story it was necessary to teach the geographical setting. Of course it is not necessary in all stories, but as this story has a peculiar title and is in a peculiar country, which makes the story possible, therefore it was necessary to explain this side of it.

The explanation was begun by sketching on the board, showing that this valley was surrounded by high mountains and these mountains were covered with snow all through the year. At times great torrents of water fell from these mountains. When the sun had set to everything else, its beams still shone on this waterfall, so that it looked like a shower of gold. This was how the title originated. The children at once understood the geographical setting and were eager to begin the story. The sandtable was used to represent the mountains and waterfall.

Before any good oral reading could be done the new words had to be mastered. The children of this class lack power in the mechanical side of reading. They do not know words and have trouble in mastering them.

As a preparation for the appreciation and beauty of the story the first part of it was studied silently. The words which they could not pronounce were put on the board and the children were helped to pronounce them. The entire lesson was read in this way. In the above ways the children had a background for good oral reading and had mastered words sufficiently to get the thought from the reading.

BLANCHE FARABOW, '20.

How Comparison Was Used

The first part of the story tells about the three brothers, Schwartz, Hans, and Gluck, who owned the Treasure Valley, and of the cruel treatment the kind-hearted Gluck received from his elder brothers. One day while his brothers were away, a stranger, who was cold, wet and hungry, sought admittance into the house. Gluck took in the stranger, although he knew that his brothers would be displeased, and offered him his share of the mutton which he was cooking.

The children had been told the preceding day to think of as many stories as possible that were like the story of "The King of the Golden River." When called upon to give their comparisons, one child said that it was like the story of Elijah.

"In what way do you think it was like the story of Elijah?" asked the teacher. He explained that Gluck took the stranger in and offered him his share of the mutton, and in the story of Elijah the widow was willing to give Elijah her scant supply of bread and oil to satisfy his hunger and let him stay in her house as long as he chose.

"In what other way was this story like the story of Elijah?" questioned the teacher. One child said that it was like it, "because Elijah raised a boy to life."

This puzzled us who were following the story, but the child explained. He compared the kindness of Gluck with that of Elijah. Elijah and Gluck were both kind to the people with whom they came in contact, and were willing to be of service. Elijah was of great service to the widow, in bringing her son back to life.

The children were then asked if they knew any other stories that were like this one. One of the children said that it was like "Philemon and Baucis," a story which they had read some time past. In what way was it like this story?" asked the teacher. "Because Philemon and Baucis were like Gluck, they were good," answered one child. "Did any strangers come to the house of Philemon and Baucis?" inquired the teacher. The children replied that they did. They went on to explain how two strangers, who had been treated cruelly by the inhabitants of the village, went to the home of Philemon and Baucis for protection, and were treated kindly, and given part of their scant supply of food. Gluck had treated the stranger in like manner.

The children then showed another similarity between the story of Philemon and Baucis and this story. In the story of Philemon and Baucis the wicked inhabitants of the village were destroyed by the stranger, and in this story Gluck's visitor laid waste the Treasure Valley.

Such comparisons make each story richer in associations, permanent in impressions, and deeper in appreciation. In stories of this kind the good is usually contrasted with the bad. This causes the children to form a moral principle of their own, as they see that good results follow the right kind of actions, and punishment follows evil actions.

NONIE JOHNSON, '20.

Bringing Out the Thought of a Story

In order to teach any story effectively, the teacher must first have an appreciation of the story herself. She must know which are the main and most worth-while thoughts in it, and then know how to help the children get these thoughts. There are various devices which may be used for guiding the children in getting the main thought. In this particular story, "The King of the Golden River," the teacher made use of the title, different thought section, points the children liked best, character study with the hero as a central figure, outlines, summarizing paragraphs, and so on. She did not say to the children, "Now, here is the most important part of this story, and you must learn this part," but she asked such questions as, "What do you think of this title?" "Can you think of some other title that might be used?" And then asked that each one decide on some other title that would be just as good. In order to do this each child had to know the story and be able to give the central thought, because this is often expressed in the title. Some of them gave some very good titles. These showed that they were getting the main thoughts.

She called forth the same kind of thought and study by asking them to make an outline of the story, putting in only those points that they considered most important. This was in the form of an assignment.

Then each one was asked to decide on the section he liked best and be able to read it the next day in such a way as to make the whole class like it, and also to state before reading, why he liked that part. The children responded vigorously to this. They delighted in it, and showed by the sections they read, and the reasons they gave for reading them that they had studied and thought over the story. For example, one child said: "I like this because it shows that he was kind-hearted." He then read the part that told of Gluck's letting the little man in out of of the storm. Another said that he was brave, and read to prove this, the part showing how he dared to disobey his brothers even though he expected punishment. This gave them an opportunity for expressing their own ideas and thus the thought became clearer to them. Also,

by giving them this aim for oral reading, she had a basis for criticism, because each one was expected through his reading to make others enjoy what he enjoyed. This called for nothing less than the best he could do. The children also were expected to practice outside of school the part he selected to read to the class.

By the question, "Who is the hero in the story, and why?" the teacher got them not only to find out the facts in the story, but also to think and ask themselves just what the word hero meant. And then when they had decided that Gluck was the hero, as all of them did, they had the question "Why" before them, and by answering this question they were led to study the character of Gluck. Each one of them thought Gluck was kind-hearted and good and that it was because of this fact that he was saved from his brother's wrath. Then, looking at it from the other side, they were led to study the character of the two other brothers, and to see what that kind of character led to. They were asked why the brothers were called The Black Brothers, and then if they thought they were good farmers as the book said they were. In neither case did the teacher express her opinion on any of the characters, but she asked questions to help them form their own opinions, thus enabling them to get thought that meant much more to them than if the thoughts had been given them without any effort on their part.

Surely there could be no greater thoughts to be gathered from this story than these children got, and they got them in an informal way and as a result of their own thinking. IRMA FUQUA, '20.

The Value of Oral and Silent Reading

There are parts of most all lessons that are not adapted to oral reading, and this is true with this story, "The King of the Golden River." No attempt was made to read the entire story orally and when there was oral reading there was a definite motive.

In one lesson the teacher asked the children to read the parts they liked best. One chose the part that told what kind of a boy Gluck was; another said she liked the part where the old man was ordered to leave the house, because she thought it was sad; while another said he liked the funny part, where the old man came into the house. The child reading gave the exact page and place before beginning to read, and this helped the children to keep up with the story and enjoy it. It was necessary that the child reading know how to read well orally in order that he might hold the attention of the class. The lesson was not used as a word drill, but used mainly to carry the thought over and develop the story. The children were allowed to criticize the different readings by the individuals. These criticisms were mostly that the children did not read distinctly enough for others to enjoy it. The chief aim brought out

in the oral reading was for the children to enjoy the readings of one another. In every case the motive was to give pleasure, to prove or to do something in which there was real interest.

One big phase of the teacher's aim was to get the children familiar with the story in order to dramatize it for the next lesson. Dramatic reading demanded clear enunciation and correct pronunciation. Although she had the children to read the exact words of the book they learned to act the conversational parts just as if they were the real characters.

Just as the purpose in oral reading stood out clearly, so it did in the silent. The children were asked to read silently different sections. In one case they read in order to make outlines, and in another to write summarizing paragraphs. Before telling the story the children needed to read silently different parts that seemed vague to them and before they could find the kind of characters that Gluck and the brothers were, silent reading was essential. HELEN ELLIOTT, '20.

Language Values

Connected with the series of reading lessons the language work was used to an advantage, not for the sake of language itself but for the value that it contributed to the story. The children made outlines and summaries of the story and studied the meaning and use of words. The following are some of the outlines prepared by the children:

FIRST OUTLINE:

1. Description of the valley.
2. Description of the two black brothers.
3. Gluck, the kindest of the three brothers.
4. The coming of the little man.
5. The odd looking gentleman.
6. Hans and Schwartz coming home.
7. The gentleman returning at midnight.

SECOND OUTLINE:

1. The looks of the valley.
2. The valley belongs to the three brothers.
3. The brothers going off.
4. The little man coming.
5. Gluck letting the man in.
6. Giving the man a bite of the mutton.
7. The brothers coming.
8. Putting the man out of the house.
9. The man coming that night.

After these outlines were written on the board the class discussed and criticized the work. Some found errors in spelling. For instance in the first outline the words *description* and *coming* were spelled incorrectly. Others found capital letters in the wrong place and errors in punctuation.

The teacher guided them in organizing the work by helping them to see what points came next in the outline. This helped them to judge by eliminating some points that were included in another point in the outline. For an example: In the first outline the fourth and fifth points can be combined in one point. In this way the pupils are doing real language work, though not having language as the most prominent goal to be reached, but using it as a means to get a more vivid idea of the story. This is the only way that language in the reading period is justifiable for in this way language makes the reading lessons more interesting, adds variety and gives a deeper appreciation of the story.

Another phase of language value was encouraging the pupils to use the new words in sentences not connected with the lesson. This was valuable because it gave them an opportunity of using words they have had before in other lessons. For instance in the outlines one pupil put the *description* of the valley, and another put the *looks* of the valley. Both words, *description* and *looks,* have practically the same meaning, but the pupil used the one that appealed to him most.

At the close of the lesson the teacher called the pupils' attention to the assignment on the board for the next day. The assignment was: "Write a summarizing paragraph of the story." She discussed and explained the meaning of *summarizing* to them but one pupil thought it was impossible to write it in one paragraph because her idea of a paragraph was to have one thought in one paragraph, but the teacher explained this to her clearly and she understood before she went away from class what a paragraph was. LILA FAIRCLOTH, '20.

The Value of Written Assignments

In this series of lessons the assignments were chiefly written. These assignments proved very successful. They kept before the class a definite purpose, the proper sequence, and the main points of the story, thereby keeping the children in a mood to work on their lesson with a stimulating interest, and to attack and solve the problems before them.

The assignment given at the close of the first lesson was as follows:

1. Who is the hero of the story:
2. Why do you think so?
3. Read some parts of the story that give a notion of what kind of boy Gluck is.
4. Who are the other characters?

These questions were taken up the next day, and the results were splendid. The children responded readily, and were able to give an answer to each of the questions. At the close of this lesson the following assignment was put on the board for the next day's lesson:

1. Outline the part of the story that we have taken up.
2. Pick out the part of the story that you like best and be ready to read it so well you can make others like it.
3. What was the meaning of the word on the card, *South Wind, Esq.?*

This assignment gave a splendid chance through the use of outlines for organization. Each point in the assignment was taken up carefully the next day, and it was interesting to watch the amount of pride each child took in his outline, and how anxious he was to read his selection. The next day's assignment was a summing up of the previous lessons:

1. Write a summarizing paragraph. (Tell the story in a few words.)
2. What other story is like this one in some ways? How?

This is an excellent method for producing good readers, because it is definite, enables children to hold points in mind which might be forgotten, and is an excellent way to teach the children how to study. It also calls for definite work on the part of the teacher, because she is compelled to plan her work carefully before giving these written assignments.

MILDRED THOMPSON, '20.

Opportunities for Dramatization

Perhaps we have thought too much of dramatization as being a formal, set exercise, rather than a means of expression. We think of it as being definitely planned, taking up one or more class periods rather than a spontaneous exercise, allowing the child to express the thought he has gotten from the story. In many cases we need to dramatize sections of stories, paragraphs, or even sentences, rather than the entire story.

The Junior class saw clearly the value of this type of dramatization in a lesson they observed in the third grade at the Model School. This dramatization was entirely spontaneous and was used as a means of checking up silent reading. We saw only part of the story, "The Corn Planting."

The teacher told the children to read silently parts of the story that were especially adapted to dramatization, and to be ready to play the part they liked. Different children went up and played bits of the story, but the part that especially struck me was when one little girl went up and used so much initiative. In fact if I had not known it I could not have told that it was not already planned out before the class started. She called up the characters to help her. They went to one side and talked in undertones then came back and played a whole section of the story. They were representing the Indian feast. They made the fire and went through the whole thing of roasting the corn and the eating.

Twice during the dramatization several of the players marched around the others huddled around the fire roasting the corn, singing "Come, Let's Play We're Indians." This was very interesting and showed their initiative more than anything else. The children who were not taking part seemed to be very much interested in this part of the story.

While the children were playing parts of the story the teacher sat off to one side, checking up the children only at certain places, but the planning was done entirely by the children.

CAROLINE FITZGERALD, '20.

Reviews

"Studies in the Social and Industrial Condition of Women as Affected by the War," is a bulletin by Mrs. Thomas Lingle, issued by the University of North Carolina. It is intended for individuals and groups of men and women interested in social problems, and may be expanded and used as a club program. The books and articles given as references, are the latest contributions on the several topics. The suggestion is made that news items from the daily press and current periodicals will furnish striking illustrations of the tendencies indicated in the bulletin. The introduction gives the Pre-War Status of Women. Before the war women were outgrowing their limitations and were gradually finding their way into a variety of occupations. Even political rights were little by little being granted to them.

Public opinion in America was divided on this question between the advanced feminists and the reactionaries. However, between these two there was a growing group of thinkers, who were interested in working out a program for the rational development of women along lines paralleling those pursued by men, and founded on a broad scientific basis of education. The social and economic developments brought on by the war must be full of significance to these people, because they furnish an opportunity to turn these impulses, started by patriotic necessity in war times, into permanent results.

The demands made on woman power by the stress of war are summed up in the bulletin. Emergency measures have been taken for their protection which are full of significance as affecting the future relation of women to industry, to politics, to public welfare, and to the development of the race.

A program for a time of peace is outlined under ten topics, as follows:

(1) Safe-guards for Mothers and Infants; (2) Social hygiene and morality; (3) Health through play and recreation; (4) Vocational training; (5) Education for citizenship; (6) Legislation for the protection of women workers; (7) Community, health and welfare; (8) Women in industry—wages, hours, health, insurance, etc.; (9) Efficiency in the household; (10) Correctional institutions for women offenders.

Under each of these is given a list of publications on each subject.

In the above topics you will find the answer to the following questions: (1) What will be the permanent effects of these changes on the women of America in the social and economic reconstruction following the war period? (2) How can women become more efficient as wage-earners, as citizens, as specialists, as conservers of public health, as home-makers, as mothers? (3) As regards women, how can the evil effects of war be overcome and the benefits that have been evolved be inaugurated in the peace program?

RUTH HOYLE, '19.

North Carolina State Board of Charities and Public Welfare. Two years ago the General Assembly of North Carolina established a commission of Public Welfare, but failed to make appropriations and furnish machinery for the working of it. Temporary arrangements were made, however, a commissioner found and his salary provided for, and a plan formulated for tiding over the commission until the meeting of the General Assembly of 1919. This body distinguished itself by enacting a group of laws on Public Welfare that will mark an epoch in the history of the state.

The laws are concisely and clearly explained in the bulletin, issued by North Carolina State Board of Charities and Public Welfare. It will be seen that North Carolina now has provided a system of well-coördinated machinery whereby welfare work may be properly organized and scientifically worked out in every county of the state. We are in a period of transformation and the citizenship of the state see the need of better organized and more intelligent ways of approaching the evils, difficulties, and unsolved problems that are facing us today.

There are delinquent or neglected children around us everywhere. Some have been sent to the different institutions, some remain neglected and are losing their chance to become successful citizens. The juvenile court and the intelligent, sympathetic probation officer are the only hope for these. Intelligent distribution of aid along with well worked-out principles of self-help and the creation of self-respect must be established for the old way of caring for the poor, and now by enforcing these laws this can be done.

The county boards should seek to unify, correlate and develop all the local agencies and mobilize the whole community in the work of providing wholesome living, working and recreational environments. The schools, churches and other organizations should lend a helpful and coöperative hand in this great work. We must suppress the bad by drawing out and developing the good.

The work of the members of the county boards and county superintendents is worthy of being undertaken by the best citizens in the county. The county boards should study the local field and plan for the coming work as soon as they are appointed. The county boards should bend every effort possible to assist the county superintendents. The state board will lend all the assistance and advice it can, but every community must meet its own peculiar difficulties. The most wholesome locality, the one to which people go and from which they do not like to depart is the locality which fosters its own healthy community life, backs up the public-spirited men and women who are found in all communities.

The County Superintendent of Public Welfare has the opportunity to be one of the most useful officials in the county. His success and

usefulness will depend upon his own skill, energy, initiative and capacity for leadership. The County Superintendents' duties are:

1. To act as probation officer to the county juvenile court, if there be but one court in the county, and if more to be the chief probation officer. In this capacity he must be in touch with all the children and their home life.
2. To act as chief school attendance officer of the county to whom will be reported by the school officials all children in their respective districts who are not attending school as provided by law.
3. He must know when charitable help is needed and when it should be withheld and other means used.
4. He should know of the blind, the deaf the crippled and the sick children of the county, and see that proper care and attention is given them and if they are subjects for institutional care or training that they be sent to the proper place.
5. He will visit the prisons, the county homes, the jails and make reports to the State Board on their condition and assist in making suggestions for improvement.
6. He will investigate the cause of distress in any and every form and assist in relieving them, and coöperate with the county and city officials and all private agencies and persons, preventing unworthy charity and securing worthy help.
7. He will encourage pure wholesome recreation and establish playgrounds and games.
8. He must coöperate with the churches, the schools and all other agencies and persons who are seeking to make a better and cleaner community.

The County Board of Charities and Public Welfare should be composed of three of the most useful and public-spirited citizens, persons in whose judgment and devotion the public has the utmost confidence. The members of the board should preferably be two men and one woman. The women are now leading in everything in the nature of community progress, and not only should they be represented on the board but should have a leading influence in all measures designed for the public welfare and improvement. The members should be selected from a standpoint of usefulness and suitability. They will be concerned with all the subjects enumerated as pertaining to the work of the County Superintendent of Public Welfare and will meet with him and advise with him concerning his duties. They will study all manner of public welfare and social questions as they arise in the county and not only advise with the county superintendent but also with all the other officials. They will also suggest and help inaugurate various movements of a constructive nature that seem desirable from time to time. Physical and moral health in the individual are the great personal considerations now. Better social conditions, community hygiene and wholesomeness are absolutely necessary to them. These are the things with which the County Board of Charities and Public Welfare are concerned.

VIVIAN SAWYER, '19.

Juvenile Courts in North Carolina. Among the many decisive advances the Old North State has made recently, is one that will have a great influence on the coming generations; that is the establishment of juvenile courts throughout the State.

Heretofore the law has recognized the child as practically a nonentity until he became old enough to be regarded as a criminal. But the Legislature of 1919 recognized him as what he is, valuable material for state building, also an individual from whom society demands certain claims.

The juvenile court as provided for in North Carolina places every child in the State under its jurisdiction. It is in advance of many states in that it makes provision for rural as well as urban populations. In many places the laws are confined to the large cities where the greatest need is found. The chief points in the law stated briefly are these: No child is a criminal by reason of the court's adjudication—any child may be brought before the court upon petition, that is, if any person is sure that a child is within the provisions of this act and subject to its jurisdiction, he may file with the court a petition, stating the facts which bring such child within said provisions. Any child may be admitted to bail as provided by law. When not released such child, pending the hearing of the case, shall be detained in such place of detention as provided for. If the person summoned to appear shall fail, without reasonable cause, to come to the court, or bring the child, he may be proceeded against as for contempt of court.

Finally, if the court finds that the child is in need of care it may—

a. Place the child on probation, subject to certain conditions.

b. Turn the child over to some relative suitable to supervise him.

c. Commit him to the Custody Board of Charities or some institution maintained by the State.

The child, while awaiting trial, is not to be put with adult prisoners. When the court places a child on probation he shall remain on it for such period as the court shall determine.

While he is under the jurisdiction of the court he is subject to visits from the probation officer, or any other officer authorized to visit him. An appeal to the Superior Court of the county may be taken by the parent, guardian or any close relative or friend, such appeal has to be filed with the juvenile court within five days after the trial.

Those who come under the jurisdiction of the court are three classes:

(*a*) Who is delinquent or who violates any municipal or state law or ordinance or who is truant, unruly, wayward, or misdirected, or who is disobedient to parents or beyond their control, or who is in danger of becoming so; or

(*b*) Who is neglected, or who engages in any occupation, calling or exhibition, or is found in any place where a child is forbidden by law to be, and for permitting which an adult may be punished by law, or who is in such

condition or surroundings or is under such improper or insufficient guardianship or control as to endanger the morals, health or general welfare of such child; or,

(*c*) Who is dependent upon public support, or who is destitute, homeless or abandoned or whose custody is subject to controversy.

The success of this court will depend upon how earnestly the judges seek to understand and apply the principles, how far governing bodies will go in giving the court officials proper support, and also to what degree the people in general enter into the spirit and purpose of its legislation, and demand its fulfillment.

The real purpose of the court is not to punish, but to save from the necessity of punishment later on in the child's life; that is, it is preventive rather than punitive, and seeks to hold the child on the correct lines, and make of him a proper citizen rather than a restrained or punished criminal.

The Clerk of the Superior Court in each county is the judge of the juvenile court. The County Superintendent of Public Welfare is the chief probation officer. He is to be appointed by the County Boards of Education and Commissions. He is also the chief school attendance officer.

The juvenile court rests upon two great principles:

First, the value of the child.

Second, the abandonment of the idea of retributive punishment. The truth that the juvenile court is based on is, "it is no part of the duty of the State to undertake to administer to a child a punishment which shall be proportioned to the supposed magnitude of his offense." The court law refuses to recognize a child under sixteen as a delinquent, and furthermore, delinquency does not necessarily imply criminality. A child may be delinquent for several reasons, such as, knowingly associating with thieves or vicious persons, or frequenting a place where gambling is carried on; neither of these conditions necessarily involve criminality.

The juvenile court inflicts no penalties upon children. If a child is committed to the care of a juvenile reformatory, he is not committed for punishment, but for training to restore him as early as possible to his normal place in the family home. The court simply treats the children brought before them in a paternal manner, aiming at the formation of their character rather than punishment, and seeking to strike at the root of the evil by removing the cause.

It has not been many years since the juvenile offender was treated in the same manner as the adult criminal, tried by the same standard and confined in the same cells. The only thing that concerned the authorities was the fact that the child had committed an offense against the law, and in meting out the punishment the predominating question seems to have been, how much of a man is this child?

They made no effort to learn the cause which led the child to break the law; the whole matter resolved itself around the question of punishment, and in dealing with the child the stand taken was the view of repressing or reforming him. The result proved deplorable. In many cases after being dealt with in this way, the child becomes a confirmed criminal, a constant source of expense and worry to the community, a useless, unproductive and expensive burden.

Notice the transformation that has taken place with the coming of the juvenile court. When a child does anything wrong he is dealt with in his own special court. Before he is tried, if possible, the cause of his downfall is ascertained. His home and parents are visited, his surroundings noticed, and his home life taken into account. The character of parents, and the manner in which they have cared for their children is ascertained. They visit the school teachers and inquire about playmates. In fact, they get every bit of valuable information possible about the child's environment. With all this the judge will be better equipped to deal justly with the child.

All public-spirited citizens and all organizations interested in the building up of the state, should get behind the court, in their localities, and see that it performs the function for which it was intended.

The late S. J. Barrow, in an article on "How to Reduce Our Prison Population," says: "The children's court marks the greatest advance in judicial procedure in this century." MARY E. OUTLAND, '19.

National Ideals in British and American Literature. A syllabus prepared by members of the Department of English in the University of North Carolina during the spring of 1918, gives an excellent and comprehensive outline under the following headings:

I. From the Beginnings to Shakespeare.
II. The English Renaissance.
III. The Rise of Modern Democracy.
IV. England Democratizing Under Victoria (1832-1877).
V. The Rise of Imperialism (1877-1914).
VI. American Ideals.
VII. The War and Democracy:
Materials in State Papers and Public Discussions.
VIII. The War and Democracy:
Materials in the Personal Narrative and in Literature of the imagination.

The value of a course of this kind is by no means lessened because the war is over for the ideals remain the same, whether in war or peace. It shows well how in a course in literature one can trace certain high ideals.

In the foreword is the following: "The transformation in the character of American life in the last few months has been educational as well as administrative. The nation has been converted into a school. The

duty of school and college to contribute to an intelligent understanding of what it means to be a citizen of a democracy was never more clearly outlined than now." And this is as true now as it was before the armistice was signed. MAMIE WALKER, '19.

American Magazine, April, 1919. If a teacher will keep her eyes open she can get much practical knowledge of psychology and methods from the popular magazine articles. I admit, however, that it takes one who has studied psychology and methods to see the connection and see below the surface of the articles. Perhaps this isn't a real review, but moralizing on a review—or my own reflection on some article.

In looking over the *American Magazine* for April, 1919, I found a number of articles that illustrate this point. This magazine is full of personal sketches and feature articles. The general theme running through them is, perhaps, success, or, how to put things across.

Did you ever stop to think that so-called methods of teaching are not for school teachers alone? The same methods are used by men and women in every vocation if they are successful. Teaching is one of many vocations and requires just what all of them require, a knowledge of human nature, so the teacher will know how to deal with her pupils just as a merchant must know how to deal with his customers, although the relationship between them is different.

When we put into practice our knowledge of human nature in teaching children we call it methods and seem to think we are dealing with something for ourselves alone, while if we look below the surface we find that business men have methods of appealing to the public, that teachers are not the only ones who set up aims, and that thought questions are asked not only in the schoolroom.

Perhaps you are wondering where I ever read anything about thought questions in a magazine, and that is what I shall tell you.

One article in the *American Magazine* was headed, "Thinking Ahead." It was an interesting account of H. S. Firestone, the great rubber king, who began life as a poor farmer lad and became successful through his own efforts and by thinking ahead and not by luck. For several years, as a young man he was a rolling stone because he could not find the job that appealed to him, but he finally found it, and his career then really began. All the time he was working for another, Mr. Firestone was thinking ahead for the future.

What lesson can teachers draw from the life of this man? Do they need to think ahead? Any one who has taught children can answer this question, but perhaps they don't do it enough. They should know what they expect the children to have learned at the end of the lesson, the end of the year, and even the end of their school days. Like Firestone, we should find the work we like and then put ourselves into it

determined to win. Don't be afraid to have ideas of your own, and after making sure of their soundness use them, even if some people do ridicule you. They will admire you when you succeed.

Another article in the same magazine was entitled, "If I Don't Get Laughs and Don't Get Applause—the Mirror Will Show Me Who Is to Blame." Al Jolson, the popular comedian, tells something about his stage life in this. He explains how he secures the interest of his audience and "puts his goods over" to them by getting on more intimate relations with them, and by talking about the things they are most interested in. He also changes his jokes often so the newness will appeal. Like teachers, Al Jolson gets better results sometimes than at others, but he doesn't blame the audience, and he asks himself what was wrong. We can easily see how all this could be utilized by a teacher in dealing with her audience (children) as much as it does a comedian.

Michael Randall has an article in this some number entitled "How Well Do You Know Your Job?" This article explains how the examination questions for classification of men in the army were worked out. Questions of the following type were eliminated:

1. Those that were answered by "yes" or "no."
2. Those to which there could be but two answers, thus giving the applicant a fifty-fifty chance to guess right.
3. Those which have only two or three possible answers.
4. The type which tends to make a man talk indefinitely without answering the question asked.
5. The questions that are too technical or deal with facts that are not essential.
6. The questions that are too easy.

After sifting the questions down those which remained required knowledge of the trade and thought to answer them.

We spent quite a while this year in studying the kinds of questions to eliminate and the kind to use and they did not differ materially from those here given. This is perhaps the reason this article attracted my attention.

In the same magazine Walt Mason, the humorist, in an article called, "Are you a Misfit?" tells how he failed for many years because he was a misfit. He soon dropped every job he undertook because he disliked it. He was a square peg in a round hole. When he finally found the thing he could do, and that was merely a knack for writing humorous prose poems, he became a success.

If we cannot do the thing that really interests us we can at least try harder to fit in where we are. We can shave off the corners of the square peg so it will better fit into the round hole without rubbing.

So, after all, psychology and primary methods are linked up with interesting material and need not be the driest subject in the curriculum, and because an article is interesting is no reason why it may not also be helpful.

MARIE WORSLEY, '19.

North Carolina feels proud to have in her State a great university which is doing the excellent extension work that is being done in the State University. These suggestions may be beneficial to the people, so the following bulletin has been published by the Bureau of Education, *The Bureau of Extension of the University of North Carolina.* The Commissioners of Education have been interested in watching the development of the extension work of the University of North Carolina, some of which "though as yet peculiar to this State, may be adapted to the varying conditions in other states."

The work is typical of what can be done in making widely serviceable the resources of an institution of higher learning.

The extension organization is a channel through which the inner life of the institution has an opportunity to express itself. Extension will help on the other hand to strengthen and purify the inner life.

In the establishment and development of the bureau the University has adopted the plan of utilizing regular university school departments, and offices in serving a public more extensive than that represented within the campus.

The policy of the bureau is to consider carefully the need of the service to be undertaken, and to get coöperation from such organization or agency, as is best qualified to make the work more productive. In following this plan every department of the University has been engaged in extension activities and almost every individual instructor has participated at some time or in some way in the work. In doing this the University as a whole has been kept in sympathetic vital touch with the State.

For the purpose of administration the work of the bureau has been systematized under nine divisions. These and the members of the faculty who administer them follow:

1. General information, by the director, Prof. Louis R. Wilson.
2. Social and economic surveys, by Prof. E. C. Branson and Mr. S. H. Hobbs, Jr.
3. Public discussion and debates, by Assistant Director E. R. Rankin.
4. Correspondence study by Prof. L. A. Williams.
5. Lectures by Assistant Director E. R. Rankin.
6. Municipal reference, by Prof. C. L. Raper and J. G. deR. Hamilton.
7. Educational information and assistance, by Profs. M. C. S. Noble, N. W. Walker, H. W. Chase and L. A. Williams of the school of education.
8. Good Roads Institutes by Dr. Joseph Hyde Pratt, coöperating with the department of civil and road engineering, and the State Highway Commission.
9. Medical instruction, by Assistant Director E. R. Rankin, coöperaing with the State Board of Health.

The first division of the bureau to be formed was that of general information—a division whose duties were:

1. To emphasize the fact that all the various state departments and all state-supported institutions and agencies were possessed of information which if secured and utilized would be of value to the citizenship of the State.

2. To teach these, departments, institutions and agencies would gladly furnish the information they possessed.
3. To indicate which of these or other agencies in the State could best furnish information of a certain kind.
4. To bring the public in its search for information on a wide variety of subjects into direct connection with the faculty members and the 80,000 volume library of the University.

In prosecuting this work the University library was made the headquarters for this division, and the librarian was the chief. All inquiries which did not properly fall under the head of the other eight divisions have been handled by this one, which has acted as a telephone central in bringing questions and source of information together. The faculty have also helped in answering the questions. If the information could not be secured in any of these ways answers have been sent in letters or other special forms.

Social and economic surveys and phases of the work have been important. "Country-life Studies of North Carolina" was begun in September, 1914, under E. C. Branson, head of the department of rural economics and sociology. The work is concentrated upon an investigation and interpretation of economic and social problems in the State at large in detail by counties.

Phases of the work are:

1. Formal class courses in agricultural economics and in rural social problems.
2. Credit courses, consisting of research studies and field work.
3. Unofficial studies by the State and County clubs.
4. Addresses afield, averaging 40 a year.
5. The University *News Letter.*
6. Annual country-life conferences during the University summer school term.

During the last three years 227 important subjects have been thrashed out in the department headquarters, which is a clearing house of economics and social data about North Carolina. In these Carolina studies the State has been compared with other States of the Union and ranked accordingly. Each county has been compared with other counties and the results have been subjected to a search for causes, consequences, and remedies. Some of the subjects treated in this way were as follows: Church membership, illiteracy, infant death rates, local school support, home demonstration. Careful studies have also been made concerning the production and retention of wealth, the business and social uses of wealth in North Carolina.

These are some of the studies: The production of crop values per acre and per worker; industrial enterprise; coöperative organization.

This work has been done in regular courses but only by volunteers in the State and County clubs. The results are given the public in booklets or through the columns of the University *News Letters.*

The North Carolina Club, an organization composed of student and faculty members, who seek to know North Carolina, was organized September, 1914. The meetings are held every two weeks.

The club has been studying this year: (1) The sources of primary wealth in the State. (2) The wealth we have been able to accumulate and the business uses we are making of it. (3) The civic and social uses of wealth in North Carolina.

The County clubs or certain members of them are studying the economic and social problems of their home counties. So far 66 county surveys have been prepared for publication.

The citizens of Sampson County have published the Sampson County studies in pamphlet form to be used as textbooks and in other ways that may be profitable to the people.

Outline of the booklet:

1. The historical background.
2. Timber resources.
3. Mineral resources.
4. Water power resources.
5. Industries and opportunities.
6. Facts about the folks.
7. Facts about wealth and taxation.
8. Facts about the school.
9. Facts about farm conditions.
10. Facts about farm practices.
11. Facts about food and feed production.
12. The local market problem.
13. Where the County leads.
14. Where the County lags.
15. The way out.

Similar bulletins for Mecklenburg, Durham and Rutherford Counties have been prepared. Material for more than half of the counties in the State have been collected and is available for editing and publication.

Local market problems are treated:—

1. The local demand for food and food stuffs, the local production and the shortage total and in detail.
2. The bills for imported food supplies and their significance.
3. The remedies.

The country-life conferences have been held at the University every summer since 1914. The purpose of this is to stimulate the holding of such institutes in country communities throughout the State under local ministerial guidance. These institutes have had a large attendance and have been doing beneficial work. As a result in North Carolina the State community service commission has held such institutes in fifteen country communities.

Ten thousand University *News Letters* are mailed weekly to the people in North Carolina. It is devoted to the economic, social and civic phases of North Carolina life.

North Carolina has always been interested in public discussion and debates. The division of public discussion and debate has established debates in schools, clubs, and societies, and furnished them with material.

Correspondence study courses are offered as a means of placing the teaching force of the University at the disposal of the people of the State. About one-half of these courses carry credit toward the undergraduate degree. The regular faculty do this work without any extra pay. Most every department is represented. The courses are arranged on the basis of thirty lesssons, each of which is equivalent to one week's work in the regular term at the University.

It costs $2.00 for registration, $5.00 for credit courses and $3.00 for non-credit courses.

During the last year a plan has been devised by which the correspondence study division coöperates with North Carolina Federation of Women's Clubs to aid the members of literary departments in planning the programs.

The members of the faculty have been invited into different communities to deliver special lectures and educational addresses. This work has been extended through the Bureau of Extension by a lecture division, so it might aid schools, Y. M. C. A., Women's Clubs, and other organizations in discussing their daily problems, and things that were for the welfare of the State. Bulletins have been published of these lectures and a number have been illustrated with stereopticon slides. The only cost of these lectures is the traveling expenses of the lecturer.

In 1915 the General Assembly provided for the establishment of a Legislative Reference Bureau for the State and appropriated $5,000 annually for its maintenance. The bureau has placed comparative legislative material in the hands of Legislators seeking information concerning proposed laws.

The extension work of the school of education has been of most varied sort. The following are some of the ways in which the school has been active in solving the problems of North Carolina educational development:

The bureau has been remodeled along various lines that have proved successful. The bureau has given its service free of cost and has made recommendations only when asked by school officials to do so.

Extension bulletins written or compiled by the school of education and designed for the teacher of the State include, "A Professional Library for Teachers in Secondary Schools"; "The Teaching of County Geography"; "Measurements of Achievement in the Fundamental Elementary Subjects." The school of education has been able to reach the teachers of the State through the columns of High School Journals published at the University and edited by the State inspector of High Schools.

The University, to aid in the improvement of public health, besides its regular medical courses, has, through public addresses, helped to a large extent, and has post-graduate courses in medicine for the benefit of practicing physicians. These have been carried on jointly by the University and the State Board of Health.

The extension work of the Young Men's Christian Association is very beneficial. Men go out into the country and conduct Sunday Schools. In connection with these schools a lyceum course has been given in which faculty members, the University Glee Club, and the vaudeville team participated. The programs varied from lectures, musical programs to sleight-of-hand tricks, tumbling, etc. In addition to this the school has also conducted moonlight schools by the aid of the faculty and students.

The University has, in addition to the winter term, a summer term for teachers and superintendents. Many different courses are given a number which give credit toward graduate degree; some give normal training for renewal of certain teaching certificates. A demonstration school is run in connection with the summer school, which is a component part of the local school system.

In order that the students of the University may get very concrete ideas about coöperative effort, and concrete action in matters of public welfare one day is set apart as Rally Day. Opportunity is offered for agricultural, canning, school exhibits, free moving pictures, stereopticon lectures, etc. A picnic dinner is served to which the people and University contribute.

The bureau wishes to be of assistance to every State organization that desires it. In this way it has coöperated in holding special meetings at the University for the Federated Women's Clubs, the Farmer's Union, etc. In every instance special lectures are provided at the universities.

North Carolina was the first State to spend a week in community service work. Handbooks and material from the University library on rural economic and sociology have been used in solving these comments.

One of the constant aims of the bureau is to develop school athletics. Each year contests are held in baseball, tennis, etc. Final contests are held and prizes are awarded.

At the close of the bulletin there is an excellent appendix of war information service. Leona Tyson, '19.

Alumnæ Notes

Emma Cobb, supervisor of primary work in Edgecombe County, writes the following:

This year's work has been the hardest and most trying of any that I've ever experienced. The school question has been in worse condition than ever before. Yet I feel real encouraged over the work done in our rural sections, since grading the seventh grade examinations.

As for my work, I have not done all that I had planned as we were without a superintendent for some time and I was under a great responsibility. In spite of all that I had two series of Group meetings and our monthly sections meetings, which I hope and feel have been very helpful to our teachers.

I am not going to attend a summer school but shall look after the office, since my superintendent is going to lead a course at the State Normal.

I am looking forward to the beginning of another school year with great interest and enthusiasm since Mr. Howard and I have big plans in view and hope to have several new consolidated townships.

We have a large school at Falkland, so far as the attendance of the children is concerned, as we have a "truck" that brings a crowd of children every morning, but we have only three teachers. Two of these are fortunate enough to be "Training School girls," so we are writing this jointly.

We began school the 11th of November, and had a short interruption on account of the "flu."

We have organized a basketball team among the boys and girls. Bernie took charge of the girls and I the boys. As there has been no team near us with which we could compete, or rather that could compete with us, we divided the players into four teams, "A, B, C, D." These teams played each other, keeping a record each made. We found this a good plan.

We know you want to know just what work each of us has. Bernie has the first three grades and I have the fourth and fifth grades and twelve music pupils. We have had a very "industrious" glee club this year, and our standard of singing has either been raised or lowered to the singing of "Good Morning, Mr. Zip, Zip, Zip," "Long Boy," "Pack Up Your Troubles," etc., and others similar. Remember Miss Muffly said when boys wouldn't sing, "start" them on "popular songs." This worked quite well.

Under the direction of our High School teacher our school entered the state debate. Our negative team won. Losing the affirmative, however, did not discourage us as we gave the visiting team a "close run." We were fortunate in securing Miss Jenkins as one of the judges.

An Audubon Society was organized in the fourth and fifth grades. This was supposed to be a substitute for the required nature study in these grades. Several "outings" have been taken through the woods and a prize has been offered to the child knowing the most birds at close of school. "Martin gourds" have been placed on the school grounds and martins are now building in them.

We have also had a live Junior Red Cross in school, enrolling practically all members of our school. Just after Christmas the higher grades gave the school a "service flag." It was presented one morning during opening exercises. This was a very appropriate program.

For commencement we will have an operetta by the little folks, declamation and recitation contests, address by "our Mr. Wilson" and the piano recital. The exercises will extend from the 13th of May through the night of the 14th.

A medal has been offered in piano to the student making most progress during the year.

Would it be "Alumnæ News" to tell you I attended Peabody Conservatory last summer and I want to go back "some day" for my certificate.

We hope to be able to write you in the near future about a nice brick school building here in Falkland.

Best wishes to all. We are yours for the Alumnæ,

GLADYS WARREN, '16.
BERNIE ALLEN, '18.

Helen Gardner, '17, paid a flying visit to the Training School on May 2d. She was on her way to spend the summer with her sister, Mrs. J. H. Aldredge, (Allen Gardner, '16) who lives near Grainger's.

Vermelle Worthington, '17, spent the afternoon with her sister a short while ago.

Fannie Lee Speir, '17, is a frequent visitor to the Training School.

Bess Tillit, '18, who taught at Fountain, was called home just at the close of her school because of the death of her father.

Louise Smaw, '16, was one of two out of 50 who stood the highest examination at Peabody College for the scholarship for the summer of 1919.

Janet Matthews, '16, is also planning to attend Peabody during the summer.

On the night of the Senior play a group of the Alumnæ had a house party at the Proctor Hotel.

Willie Wilson, Sadie Thompson, Sadie Dew, Bernie Allen, Mattie White, Mrs. Huldah Barnes Daughtridge, all of the class of '18 have recently paid pop-calls to the Training School.

Bessie Doub, '14, has a clerical position in the State Hospital for the Insane at Raleigh.

A few days before the Senior play the students were constantly receiving letters, phone messages and telegrams from graduates asking for seats to be reserved for them on the night of the play. Among the Alumnæ who attended the play the following were noticed: Mattie White, '18, Elizabeth Mercer, '17, Helen Bell (ex-'17), Anna Whitehurst, '16, Connie Bishop, '15, Eula Pappendick, '17, Louise Smaw, '16, Bettie Spencer, '15, Nell Dunn, '16, Mrs. Clara Davis Wright, '15, Vera Mae Waters, '15, Hattie Whitehurst Winslow, '13, Ruth Lowder, '17, Janet Mathews, '16, Ophelia O'Brian, '17, Fannie Lee Speir, '17, Fannie Bishop, '18, Olive Lang, '18, Bess Tillit, '18, Ethel McGlohon, '18, Gladys Warren, '16, Clellie Ferrell, '18, Rebecca Pegues, '18, Jennie McGlohon, '17, Camille Robinson, '18, Sallie Best, '18, Violet Stilley, '18, Alice Outland, '18, Bettie Allen, '18, Elizabeth Evans, '18, Willie Jackson, '18, Gladys Nelson, '18, Sallie Jackson, '15, and Mrs. Thelma Bryan Cherry, '18.

Nannie Clapp, '18, will teach in the summer school at Red Oak, Nash County.

Willie Jackson, '18, has returned to her home in Greenville for the summer.

School Notes

Visit From Superintendent Brooks

A visit from Superintendent E. C. Brooks, the new State Superintendent of Public Instruction, and the new Chairman of our Board of Trustees, paid a much-appreciated visit to the school during the month of March, and made a short talk at Assembly exercises. He delivered an address to the teachers of Pitt County at their last meeting before the schools began to close. The members of the Senior class attended this meeting. Dr. Brooks explained the new school laws and then made a strong, practical and yet inspirational appeal to the teachers to do richer, fuller work, and illustrated his points with practical, concrete suggestions. His talk at the school was full of sense and wit.

An Armenian Guest

The students of the Training School had the privilege of hearing a wonderful message from a native born Armenian, Miss Yegehenian, who has been in this country working with the War Council, and is now working with the Y. W. C. A. She is from Constantinople and was educated at the American College in that city. She will return to Armenia, which is now a real country, a republic, after six centuries of Turkish control.

She gave a most illuminating explanation of the political situation and the relationship between Turks and Armenians, sketching in their history, and showing that they have been radically different in race, language and religion throughout the ages. She made clear the cause of the persecutions during the last fifty years. The Armenians are far more progressive than the Turks and she proved this statement by simply stating that the Turks, at the beginning of this war, fifty millions strong, had only five hundred schools, and the Armenians, only four millions strong, had six thousand schools.

The Turks declared "the only way to do away with the Armenian problem is to do away with the Armenians," therefore they began their ruthless destruction of the race. This young Armenian woman then told stories of persecution and massacre that made one see how persistently, cruelly and mercilessly they carried out their plan. The blackest page in the world's history, she declared, came after the recent war had begun, and the Turks joined hands with the Germans. The Turks had the excuse that the Armenians would be guilty of treason if given the chance and had whole tribes deported, killing the men and maltreating the women horribly, unspeakably. She told story after story of the persecutions of people she knew directly or indirectly. Her whole family, which means in the East the whole family connection, numbering one hundred and fifty, were exiled.

She came to this country in 1915. She told of her impressions when she came, her sense of great freedom, and attempted to make the girls listening to her realize the great blessings that girls and women in this country have. Her plea with them was that they would think in world terms, and remember the condition of those less fortunate. She accused the Americans of having been isolated, contentedly, self-satisfied and self-sufficient, but said they had now been aroused and had begun to think in international terms. She, who was from one of the small peoples of the world, expected when she came to America to find that the people of this big nation would know all about her people, but she said that she found she knew far more about us than we knew of the Armenians. "Unless the Americans can be internationalized, the international mind can never be Americanized," was her declaration.

She pleaded with the girls to study and understand those of other nations and share their happiness with others. "Only so can America help free the broken, bleeding world." Her plea was for sympathy and intelligent understanding. Her talk opened the minds and hearts of all who heard her. She said later in the day that her story was new to her every time she told it, because the people to whom she told it were new and that she considered it a privilege to be given the opportunity to deliver her message.

She spent the day and night at the school and mingled with the girls and teachers. They were charmed with her personality. It was a revelation to the girls to know an educated, cultured woman from Armenia, and one who could speak beautiful English with little accent. Her visit was an interesting event.

Captain Cotten's Visit to the Training School

On Saturday morning, March the 8th, the students of E. C. T. T. S. were delighted when President Wright made the announcement that we were to have Captain Lyman A. Cotten, of the United States Navy, to give us a talk on that night concerning navy life and a bit of submarine warfare. Our interest was immediately aroused. We had been fortunate enough to have heard several speeches about methods of war on land but none giving us thrilling descriptions of ocean warfare.

The day, of course, seemed longer than usual as is always the case when a treat is in store. At last the hour came for the speech. Promptly at 8:30 o'clock all students were assembled in the auditorium. All necks were eagerly stretched to catch a glimpse of the great captain. Who could blame us? What is more thrilling or interesting than a real officer that has taken an important part in real warfare, especially submarine warfare, of which we hear just enough to arouse our curiosity.

Soon Captain Cotten appeared on the stage. We were not one whit disappointed in his appearance. He appeared just the one to be a great navy captain.

From the very first Captain Cotten held the interest and attention of the audience. He started out with the problems confronting the navy at the beginning of the war, and he praised the perseverance and ingenuity of the naval officers in meeting and mastering these problems. He gave thrilling stories of submarine warfare. He held the audience spell-bound in giving accounts of some narrow escapes he had to undergo while on the ocean. He did not forget the humorous side of submarine chasing. Through his entire speech Captain Cotten repeatedly brought in the bravery and loyalty of the American sailors. He gave several instances to prove their bravery and loyalty to an ideal as well as to country and officers in command.

When he finished we heard exclamations from all sides as, "How interesting; I wish he would keep on." The talk made by Captain Cotten will always be remembered by the E. C. T. T. S. students.

At the close of his talk, by a request from Mr. Wright, Captain Cotten explained to us the meaning of the ribbons on his uniform. We supposed they were given because of brave acts, but through his explanation we learned that these ribbons each represented different wars. Mr. Wright later explained that a captain in a navy was of a much higher rank than a captain in an army. This information was much appreciated as few of the students knew what the rank of captain in the navy meant.

Lottie Futrelle, '19.

Lecture on Oral Hygiene

Long life is what every man, woman and child wishes. This was the cause of interest in an illustrated lantern-slide lecture, prepared by the Rockefeller Institute, delivered to the students of East Carolina Teachers' Training School by Mr. H. E. Austin, March 29. The lecture was very interesting and impressed upon us the need of caring for our bodies in order that we may lengthen our lives.

This need was shown us through the care of the mouth in order that we might prevent the very prevalent disease of pyorrhea.

Our attention was called to the fact that we had made a long step in keeping away diseases, but statistics show that we still have a great field of work before us. It is true that we have advanced far from the idea that sickness could be kept away by wearing a charm or through some forces of enchantment. We know now that sickness is caused by germs which get into the body through the skin, nostrils, mouth, and food. These minute germs, less than one-millionth of an inch in size, when they find proper food, which is always found in the body, multiply very rapidly. In the course of one day one germ will multiply and divide into 281,474,976,710,656 active workers.

Pyorrhea is a disease of the gums and the teeth which is caused by these germs. It is a most common disease. Statistics show that three out of every four people are victims of this disease, pyorrhea. Seventy-five per cent of the adult population are affected.

Nearly all of the diseases of the digestive tract may be traced back to this disease. These common diseases, dyspepsia, diarrhœa, which people think must come every spring and summer, have their origin in the mouth that is affected by pyorrhea.

You may detect this disease by observing your own gums, if they are inflamed, have depressions in them, are swollen, seem to recede or hurt when you brush the teeth, you may be sure that you are a victim in the early stages of this disease.

The most impressive part of the lecture was the fact that we could prevent this or even cure it if affected.

The prevention is very simple; any child of eight or ten years of age can perform the necessary things for prevention. By giving from five to eight minutes per day in brushing the teeth and gums with a sterilized toothbrush and occasionally using a solution of salt water. The brush must be kept absolutely sterile. To do this we were urged to sterilize it after using by scalding with boiling water and drying perfectly, then occasionally give it an extra sterilization by throwing it in the fire and burning it up.

Our attention was then called to the pictures taken from clinics showing the different stages of the disease—how it disfigured the face of the person, the reasons why the numerous diseases might result and the possibilities that were ahead of us in the prevention of pyorrhea and the other diseases which result from its presence, the prevention of which will mean a longer life to all. HELEN MCLAWHORN, '19.

Luncheon to Club Women

The meeting of the club women in the Eastern district in the North Carolina Federation of Women's Clubs was held in Greenville on April 17th.

The Training School showed its hospitality by having the club at luncheon that day. The dining hall was effectively decorated in the club colors, blue and white. The following menu was served.

MENU

Roast Chicken — Gravy

Mashed Potatoes — Green Peas

Asparagus Salad

Tomato Aspic — Mixed Pickles

Hot Rolls — Butter

Ice Tea

California Peaches — Chocolate and Cocoanut Cake

All the Training School girls showed courtesy to the club by all dressing in white, thereby adding to the attractiveness of the dining hall.

At a meeting of the Greenville Club they passed resolutions of thanks for the hospitality shown them. The guests seemed to enjoy the luncheon and complimentary remarks were heard about the girls, the dining hall, and the luncheon. "Mrs. Jeter's delicious rolls" seemed to have been especially appreciated.

The ladies of the club enjoyed their visit so well that after the afternoon meeting at the High School a number of them came back and watched a rehearsal of the Senior play. Eva Bell Outlaw, '19.

Banquet to Training School Girls

The Immanuel Baptist Church entertained the Philathea class and all the other Baptist girls from the Training School with a banquet on May 10. The program was this:

Chorus—Barcarole ..... By Class
Talk.....Mr. S. J. Everett
"Are You a Misfit?".....Mr. C. C. Pierce
"Morn Rise," Song.....By Nine Training School Girls

Toasts:—

To Mr. C. W. Wilson, Superintendent—Annie Wilkinson
To Mr. S. J. Everett, Teacher—Marian Morrison

"What the Philathea Class Can Do".....Mr. C. W. Wilson
Baracca Quartet Number:—
"A Result of War".....Dr. Laughinghouse
Solo.....Miss Ethel Madry

Toasts:—

To the Retiring President—Gertrude Stokely
To the Ladies of Greenville—Bonnie Howard
To the Officers of the Sunday School—Mildred McCotter
To Speakers of the Occasion—Camilla Pittard

Visit From Col. Olds

The Training School always looks forward to the visits of Colonel Olds, who comes to the school once or more every year. The girls always give him a hearty welcome and he gives them a good time. He usually tells them stories. This year he told a most interesting story of some deserters in the Civil War, and of a hero in this war who was the son of a deserter. The girls were very much amused at a squirrel story he told.

Miss Carrie G. Scobey was elected secretary-treasurer of the North Carolina Home Economics Association, which held a meeting at the North Carolina Colllege for Women in Greensboro during the month of

April. This association is a combination of two, one formed of teachers of Domestic Science, and the other of Home Economics Demonstration Agents. Miss Scobey reports a most interesting meeting.

President Wright and the men of the faculty are very popular as commencement speakers. They frequently meet up with old Training School girls on their visits to the schools.

Faculty members were also in demand as judges for the triangular debates.

Mr. C. W. Wilson was chairman of the Salvation Army Drive for funds for Home Service.

The Victory Tank

It had been noised abroad on May the 2nd that there was a baby tank in town, which had come to be shown in connection with the Victory Loan Campaign. We little dreamed of seeing it, although we wanted to very badly. But lo, and behold, at 3:30 o'clock a crowd began to gather on the front campus and the tank was seen coming plundering along across the field in front of the Administration building.

The classes were taken unawares and the girls rushed pellmell from classrooms, scattering books and papers as they went. The teachers followed close behind with many a regret because they had not had time to make the assignments for the next day. By this time the tank crossed the street and turned into the campus where it stopped and was instantly covered by small boys, but somehow the Training School girls were right there exploring every nook and corner of it. They climbed up on the wheels and in every available place to see inside. The driver and his companion were kept busy answering such questions as these: "Why is it painted this color?" (As much as we had heard about camouflage we didn't recognize it when we saw it.) "How many can ride in it?" "Where do you shoot from?" "How many Germans did this kill?" and other such questions. The girls were not satisfied with only seeing the tank, but began to beg for a ride. Laura Newton had the advantage over the rest and was the heroine of the afternoon, for she recognized one of the soldiers as an old schoolmate as soon as he put his foot on the campus. (Oh! how jealous we were of "Pickaninny"), but others of us managed to get a short ride anyway, and oh, how thrilling it was; I could just imagine I was in France with the German bombs bursting in the air.

After everybody had seen the tank, and a large crowd of Greenville's citizens had arrived, they went down in the woods behind the school

building to see a demonstration of the tank. There Mr. Flanagan, of Greenville, made a strong appeal to the people in behalf of the Victory Loan Drive. He also gave an interesting history of the tank and its work in France. The people responded to the appeal by pledging $10,000 for Victory Loan Bonds.

Then the tank went through the woods and over small trees with as much ease as if it were on a macadam street with the crowd racing after it, jumping over logs and bushes, and all straining their necks to see every movement. The only enemies found on our peaceful campus were some fierce looking snakes, which were killed as readily as if they had been Germans.

We found out later that Mr. Wright had a program planned for us, but for one time Greenville came ahead of time, and we carried out an impromptu program. Bert Patterson, '19.

Musical Review of 1919

Music always has an important part in the Training School, and this year as much as ever. When the doors of the school were opened in the fall, so many students came in who wanted to take piano, that it was impossible to accommodate all of them with the present equipment and teaching force. The work of the year, according to the report of the music teachers, has been satisfactory.

Every two weeks during the year a piano recital is given for the benefit of the music students alone, and in this way they become less self-conscious to the criticism of the public. On every public occasion there is some music, either by the chorus, by the Glee Club, or there are piano or vocal numbers. Although little time is devoted to individual vocal students, many of the girls who have good voices gladly assist in all the programs. Every one who can sing is encouraged by the public school music teacher to use her opportunity.

Each year one of the girls has charge of the Y. W. C. A. music for services on Friday and Sunday evenings. She is free to call on any of the music teachers and they take pleasure in assisting her in every way possible. The choir has been very faithful and with the assistance of individuals each service has been a success. Occasionally we have given numbers at Sunday School and at Sunday morning services in the various churches in town.

The program of the annual Christmas recital was reported in the fall Quarterly. This is the first public recital of the year, furnished by the music department, but there are a number during the spring term. It is customary for each class to give a program for the school in the

spring. At the twilight hour of April 30th we were invited to hear the recital given by the Juniors. The spirit and vim of the class was easily read as each number was skillfully and gracefully rendered. The program was as follows:

Piano Duet—Intermezzo ..... *Franke*
KATHLEEN VAUGHN, JANICE MIZELL

Piano—On the Ice ..... *Metcalfe*
EDITH MATTHEWS

Piano—Song of the Woodman ..... *Lynes*
MARIE GATLING

Piano Duet—Dragon Fly ..... *Nevin*
MARION BUTLER, ELOISE TARKINGTON

Piano—Arioso ..... *Frey*
MARGARET SIDBURY

Vocal Solo—"Come, Will You?" ..... *Spencer*
CALLIE RUFFIN

Piano—Hide and Seek ..... *Dennee*
MARION BUTLER

Piano—March of the Indian Phantom ..... *Kroegen*
VIRGINIA PIGFORD

Piano—Tarantella ..... *Dennee*
BLANCHE FARABOW

Vocal Trio—"Underneath the Trees" ..... *Newton*
KATHLEEN VAUGHN, KATHLEEN KENNEDY, MAGGIE MAE STALLINGS

Piano Duet—Triumphal March, "Aida" ..... *Verdi*
HELEN STEWART, EDITH MATTHEWS

Piano—Why? ..... *Schumann*
Air de Ballet ..... *Chaminade*
MYRTLE MOORE

If you had been at the Training School Wednesday evening, May 7th, you would have enjoyed an excellent program given by the A's and B's at their annual recital:

Piano Trio—Waltz ..... *Strealbog*
MARIE LOWRY, INEZ FRAZIER, EVELYN POPE

Piano—Happy Hearts ..... *Orth*
ETHEL CLEMENTS

Piano—Avalanche ..... *Heller*
LILLIE MAE DAWSON

Piano—Für Elise ..... *Beethoven*
ALICE BEST

Piano—Waltz ..... *Dennee*
EMILY TURNAGE

Piano—Scarf Dance ..... *Chaminade*
PEARL WRIGHT

Piano Duo—Gavotte ..... *Gurlitt*
Piano I—HELEN WATSON
Piano II—MIRIAM BURBAGE

Vocal Solo—"I'm a Longing for You".....*Hathaway*
"Somewhere a Voice Is Calling".....*Arthur Penn*
Ethel Madry

Piano—Butterfly .....*Gurlitt*
Miriam Burbage

Piano—Triumphal Amazons.....*Poldini*
Rachael Outlaw

Piano Duet—Morris Dance .....*German*
Carrie Evans, Christine Evans

Piano—Mazurka ..... *Wilm*
Curious Story.....*Heller*
Maybelle Privott

Piano—Spinning Wheel.....*Wilm*
Carrie Evans

Piano—Gavotte ..... *Handel*
Christine Evans

The most ambitious program of the season is the one given by the Seniors. The class of '19 gave their last recital to the Training School on the evening of May 14th. Every number was rendered with excellent technique and beautiful interpretation:

Piano—The Wayside Brook .....*Smith*
Mamie Walker

Piano—Birds of Passage.....*Poldini*
Sara Nixon

Piano—Melody in F .....*Rubenstein*
Ruby Worthington

Vocal Duet—"O, Lovely Night".....*Ronald*
Ruth Whitfield, Lillian Gardner

Piano—Impromptu in A.....*Wilm*
Norma Dupree

Vocal Solo—"A Valentine".....*Woodman*
Ruth Whitfield

Piano—Idilio ..... *Lack*
Fannie Mae Finch

Piano—Barchetta ..... *Nevin*
Ferol Little

Vocal Duet—"O That We Two Were Maying".....*Alice Smith*
Blanche Alligood, Elsie Hines

Piano—Turkish March.....*Mozart*
Iola Finch

Piano—Scherzo .....*Schubert*
Lillian Gardner

Piano—A la bien Aimee.....*Schutt*
Dainty March .....*Poldini*
Pattie Nixon

Piano—Impromptu ..... *Reinhold*
Ivy Modlin

The most important program of the year comes at the commencement musical, and that will be published later. P. Nixon, '19.

School Activities

Y. W. C. A.

Resume of the Year's Work

As we review the work of our Y. W. C. A. for the year, we can see that we have had a great many things of which to be proud. The enrollment for this year has been the largest in the history of the association. The spirit of coöperation was such that we were able to accomplish more in the actual number of things attempted. We have raised more money and given perhaps more of our time and effort than we have in previous years. The spirit displayed by all members during the United War Fund Campaign is to be admired. All gave liberally of money, and were then willing to give time. Thus we took over the work of one janitor in the administration building. The leaders of the association have given cheerfully every spare minute of their time to the upbuilding of the association. We believe we have realized that education without religion breeds corruption and selfishness and the end of the road we know from Germany's example.

The work of the association this year began last summer. The new girls did not have to wait until they came to the Training School to learn of a Y. W. C. A. During the summer the membership committee of Y. W. was busy writing welcome letters to the new girls. This committee was ready and waiting for all newcomers to the Training School in September. They came early and made preparations for new girls. They met all trains, escorting all new girls to the dormitory, and welcoming home all old girls. This committee did everything in their power to make the new girls feel at home. On the day of the opening they helped them register and conducted them to their classes. The opening social in the form of a "backward party" gave everybody a chance to get better acquainted with each other. This social was very informal and everybody felt at liberty to talk and have a good time.

Nothing rejected the invitation to this little party, as even the "flu" germs came and had a delightful time mingling with the girls. The result of their visit was exhibited during the following weeks when about half of our girls were entertaining this new uninvited guest. We feared that this newcomer would be a hindrance to our work but there were compensations. It gave a great opportunity of service to those who escaped the germs in that there was no end of serving meals, carrying water, washing dishes, etc., etc. These many little jobs we did cheerfully. Of course we were in quarantine for several weeks but we had Sunday school up here just the same. It was well attended. The girls of the

different denominations met in separate class rooms for the study of the lesson. Throughout the winter attendance at Sunday School has been very much improved and we believe it was due to the interest aroused while in quarantine.

As to the student activity the most pronounced advance has been in the relation of association Bible classes to the Sunday Schools. On every Thursday night the girls assemble in rooms on various halls for the study of the Sunday School lesson for the coming Sunday. There is a healthy spirit of rivalry among the different classes; the hall having the best attendance receives a star on the chart hanging on the bulletin board. These meetings seem to furnish a means of expression for the religious life of the students since these classes are in the hands of students. Many problems of vital importance are thrashed out in these little meetings. Sometimes questions arise that we cannot answer but we study them during the week and by next meeting some one is ready to give the answer.

Soon after the siege of "flu" another opportunity for service presented itself, that of showing our colors in the United War Fund Campaign. We gave as much as we could spare of our dues, but our patriotic spirit was not satisfied; we felt that there were other things that we might give besides money. We felt that we could give of our physical strength as well as the boys and at the same time relieve the labor problem at home, therefore we obtained permission from President Wright to take over the work of one janitor in the administration building. It was so organized that each girl would have to work about thirty minutes one day out of each week. This seems very little for individuals but collectively it amounts to a big sum. We contracted to keep this work for two terms, giving the money to the United War Fund. At the end of the second term we decided it was so little work for each individual and at the same time meant so much to the treasury, that we would keep it through the spring term and let the proceeds go to Blue Ridge Fund. President Wright was kind enough to let us continue work.

Throughout the year our Y. W. C. A. has been working toward the slogan of the National Y. W. C. A., "The Students of North America for the Students of the World." We realized that the leaders of the nations will determine the road of peace or conflict along which the next generation will follow, and the leaders of the new generations will be those who are trained in the schools. Therefore, we have tried to train the students in world-thinking.

We endeavored to bring this world-fellowship idea about by the use of pageants. These were not only on missionary themes but also patriotic. Many worth-while plays have been given by various groups. Sometimes it was class, sometimes special committees and at other times it was a general mixture of classes working together for the same purpose. We also secured lantern slides, not only of Y. W. C. A. work

but also of life in other lands. Posters sent from the field office have been used very effectively. They contain snappy bits of information and startling statements about various social conditions existing today.

We have had a series of interesting visits from speakers sent out from headquarters. Among them was Miss Edna Griffen, student secretary for Normal schools. She gave us many good suggestions. First of importance was instructions as to the new organization of Y. W. C. A. on the departmental basis rather than committee. We have now in accordance with her suggestions, seven departments in the "executive council," rather than ten committees called the "cabinet," as heretofore. The new officers went through a period of training in Y. W. work and stood examinations. These papers were sent to the field office at Richmond for correction. The suggestion also came through Miss Griffen as to the organization of Friday evening services. We have the programs planned through May with subjects and leaders for each night. We had the programs printed and passed out copies to members and put one on the bulletin board. Thus we realized much good from the visit of the secretary who was the first one to visit us for several years.

Another interesting visitor was Miss Nina Troy, a returned missionary from China. She made a very interesting talk on the work in China and the needs of the people after the war. She put the cause and work of missions very clearly before the students.

Soon after her visit came a visitor from the Student Volunteer Movement, Miss May Fleming, educational secretary of the movement. Her visit was preceded by a delegation of two sent to the Student Volunteer conference at Guilford College, giving their reports. This paved the way for a very helpful visit from Miss Fleming. She held private conferences with students and on Sunday evening gave a very inspiring address on the object of missions and kind of workers needed. After the service a group of girls assembled in her room and in the quiet of the night organized a "Student Volunteer Band." It is composed of three members whose purpose is to become foreign missionaries. This is the first band in the history of the school.

One of our latest visitors was an Armenian girl, Miss Yehegenian. She gave us a wonderful talk on the sufferings of the Armenian people, stressing the golden opportunities of the American girl and what a great responsibility is resting on our shoulders.

All of these visits from these leaders have given us power to think of world-problems, and higher, bigger things rather than of the little life just around us.

Our mission study classes have also endeavored to bring the thought of world-fellowship to the mind of all of us. We had five classes, thus offering several subjects from which to choose. They are conducted by Faculty members who make them very interesting.

So true and wholesome was the Christian influence exerted by many Y. W. C. A. members that a committee visited the ministers of Greenville with a request that they come over and conduct a series of evangelistic services. The outstanding characteristics of this revival were the number and value of prayer circles held in different rooms after the ten o'clock wink, personal work, and the unity of Christians of different denominations.

We feel as if the association has been worth while this year, although we see many mistakes that we have made and also many things left undone that we might have accomplished, but we will pass on all suggestions for better work next year. We feel that the association, with such a corps of workers will be even more vital to the school during the coming year.

Bonnie Howard, '19.

Revival Services

A series of religious services, beginning Monday evening, March 24th, and extending through the week, were conducted at the Training School. The hour for these services was 6:30 each evening. The results were most gratifying and of untold good to the students. Thirty-three young women made a profession of faith and connected themselves with the various churches. Every member of the Senior Class is now a member of the church.

The ministers of the town who conducted these services worked in wonderful harmony. Every minister of the evangelical churches of Greenville, which includes Rev. S. K. Phillips, of the Presbyterian Church, Rev. W. H. Moore, of the Memorial Baptist, Rev. J. E. Ayscue, of the Immanuel Baptist, Rev. L. T. Sadler, of the Christian Church, and Rev. Walter Patten, of the Methodist, preached for us and attended the services through the week. The students of the Training School are profoundly grateful to them for their great interest and untiring efforts. The girls held group prayer meetings each night after study hour and we feel that these contributed greatly to the success of the meetings.

Every one of the seven sermons contained a message presented in a forcible way. There was nothing sensational or emotional about the meetings, but all through the week there was a growing spiritual influence. During the first of the week the girls were impresssed and gave serious thought to the questions presented to them, which later in the week resulted in definite decisions.

The first sermon, by Rev. W. H. Moore, was very earnest and forcible, showing that any life is incomplete without Christ, and especially that of a teacher. She can never hope to reach the soul of a child unless her own life is rich and full. This sermon stimulated thoughtfulness and put the students in the right attitude for the following services.

"The Voyage of Life" was the theme of the sermon preached by Rev. L. T. Sadler. The story of Paul's voyage, the dangers he had to over-

come, and Fairhaven, the turning back place, were made very vivid. Its application to life made a profound impression on the young women and several responded to the minister's appeal to turn back and make a new start in life.

Wednesday night the story of Esther and her faithfulness to the right and higher things of life was related by Rev. J. E. Ayscue. This was a means of leading the students to see the need of faithfulness to the right.

The story of how Christ made the blind to see was very forcibly told by Rev. Walter Patten. This was compared to how Christ is constantly causing us to see in a spiritual sense.

The sermon preached by Rev. S. K. Phillips on the text "What shall I do then with Jesus, which is called Christ," was an excellent one. He read the story of Christ's trial before Pilate and showed us that the question Pilate had to face was a great eternal one and that the controversy goes on in every soul. He reviewed the unhappy history of all concerned in the trial who decided against Christ, and plead with the girls not to make the same wrong decision.

The sermon on Saturday evening by Rev. W. H. Moore was very impressive and also spiritual. God's love for all and His willingness to forgive was shown.

The final services on Sunday evening were conducted by Rev. S. K. Phillips. The sermon was a very stirring one, searching into the heart of things. Several girls who had been interested and wavering all the week made the decision as soon as the invitation was given.

It is almost impossible to estimate the good that came from these services.

There have been some very interesting and inspiring Sunday evening services during the spring.

The first of these, on March 16, was conducted by Miss Mamie E. Jenkins. She used a number of the familiar parables to show the great truths were taught by comparison with the most commonplace things.

Miss Fleming, the student volunteer secretary, spoke the next Sunday evening. She made a very inspiring talk on "The Needs of Today." In this talk she endeavored to show us our part in furthering the cause of missions.

Mrs. Adele Gutman Nathan, on the evening of April 6, gave a very interesting account of her experience as Director of War Camp Community Service in the camps in and around Baltimore. The following Sunday evening was the time for the installation of new officers and members of "executive council."

Rev. J. H. Bunn, of Wake Forest College, preached on Easter Sunday. He showed how the life of Christ is portrayed to us through the resur-

rection. Dr. H. M. Poteat, of Wake Forest College, also conducted the service the following Sunday evening. He tried to show the need and reasons for replacing the old hymns, embodying the idea of "shining" by those implying "service."

The service on the first Sunday in May was conducted by Judge F. M. Wooten, of Greenville. He made a short talk on "The Resurrection of Christ." He discussed it both from the spiritual and physical standpoint, and touched upon the resurrection in our own lives.

The officers, departments and departmental leaders for the year beginning April 1, are: President, Marguerite Hensley; Vice-President and Leader of Membership Department, Elizabeth Bass; Secretary, Edith Matthews; Leader of Finance Department, Inez Frazier; Leader of Publicity Department, Ruby Mercer; Leader of Religious Work Department, Irma Fuqua; Leader of Social Department, Helen Watson; Leader of Social Service Department, Nonie Johnson; and Leader of World Fellowship Department, Carrie Evans.

The service for installation of new officers and members of "executive council" was of the nature of the recognition service for standard associations. The candle service was used. The candles carried by the incoming officers and members of "executive council" were lighted from those carried by the retiring officers and members of "cabinet."

The interest in the Y. W. C. A. has taken possession of the school and classes are developing class pride in the "Y. W." records. The "B" class presented a pageant, "It Happens in Japan," to the school on Saturday evening, April 12th. The purpose of this was not for pleasure alone, but also to give the girls a clearer insight into Japanese life and their needs today. It was so well presented that it accomplished its real purpose.

Laura Newton, '19.

Societies

One of the most exciting events in the life of the Training School is the annual debate between the two literary societies. It is always a time of great excitement among the students for there are no neutrals. This year the interest was no less than usual, for while decorating and preparing for the debate there was this question, "Who will win?" in every girl's mind. This year the debate was held April 12th.

All the school is divided into two parts, one society taking the east side of the hall and the other taking the west, leaving the middle tier of seats for Faculty and visitors. The Poes had the west side on Saturday evening, and the walls were decorated with pennants and red and white streamers and flowers. They marched dressed in white, decorated in red, fluttering white and red flags and ribbons. The Laniers had the east

side of the hall, and the green and yellow was fluttering in profusion. The yellow jessamine was prominent in the decorations. Both sides sang songs, gave yells and kept up continuous shouting and rooting for some time before the time for the debate to begin.

The query for debate was: "Resolved, That it would be beneficial to establish a commission to encourage an increased immigrant population in North Carolina."

The Laniers had the affirmative side of the question; their debaters were Misses Bessie Jernigan, of Florence, S. C., and Thelma Elliott, of Hertford. The Poes had the negative and their debaters were Missses Irma Fuqua, of Corbett, and Marguerite Hensley, from Bald Creek.

The negative side, the Poes, won the cup, which is given for the championship in debating each year. The judges were Messrs. J. B. James, and Bruce Sugg, and Miss Vera Idol. President Wright presented the cup. There was great excitement when Miss Lois Hester, president of the Poe Society, was asked to come forward and receive the cup. She took the cup, removed the yellow and green, and gave it to the President of the Lanier Society, Miss Ruby Giles. In its place she put the Poe colors, red and white. The girls did not wait for her to come off the stage but hurried forward to tell the debaters how pleased they were and how they appreciated the work they had done.

Poes

Besides the greatest of events in the society year, which is the Inter-Society Debate, the Poes have had programs of unusual interest. They have been of such a nature to gain the interest of the entire society, varying at different times from dramatic and musical to intellectual.

Miss Irma Fuqua, one of the Poe debaters, who so nobly defended the negative side, has been chosen as president of the society for the following year. All feel sure that she will make an excellent president.

Miss Gladys Baum will be the Poe representative in the QUARTERLY work next year as business manager.

The Poe Society has given freely to the Armenian Relief Fund, which to all seems a worthy cause.

Last, but no means least, is the thanks of the society to our former president, Miss Lois Hester, who has been such a noble and efficient leader of the society. None could have served more zealously.

LEONA PATTERSON, '19.

Lanier Society

One of the most enjoyable programs which has been presented by the Lanier Society was the one given on the evening of March 22, when two one-act plays were presented. The first play was a morality play, "Every Student." The cast of characters were:

Every Student.....Annie Wilkerson
Luck .....Mary Tucker
Success .....Glenmore Koonce
Courage .....Vivian Sawyer
Diligence .....Vernie Stephenson
Ambition .....Marie Winslow
Failure .....Alma Odom
Toil .....Mary Lee Gallup
Laziness .....Geneva Lancaster

The second play was an Irish play, "Spreading the News," by Lady Gregory. The cast of characters were:

Magistrate (who knows how to interpret news).....Alla Mae Jordan
Mrs. Tarpey (whose deafness starts false news).....Caddie Peele
Joe Muldoon (police who hunts news).....Mary Daniel
Bartley Fallon (the victim of the news).....Martha Ratcliff
Mrs. Fallon (his helpmate and defender).....Thelma Rogers
Mrs. Tulley (who enjoys news).....Blanche Harriss
Jack Smith (unconscious of trouble).....Lyda Tyson

Neighborly men who spread news.

Shawn Early .....Mary Johnson
Tim Casey.....Lillie Mae Dawson
James Ryan .....Helen Watson

The success of these plays, which were much enjoyed by all, was due in part to the manager of the plays, Rena Harrison.

On the evening of April 26th Miss Thelma Elliot was elected president of the Sidney Lanier Literary Society, and Miss Virginia Pifford our Quarterly editor-in-chief for next year.

At this meeting the Lanier Society decided that it would furnish curtains for the stage when the stage is remodeled.

On May 10th the Laniers entertained the Poes by repeating the play "Spreading the News," and giving some of the musical numbers from the programs of the year. Mary Johnson, '19.

Classes

Norma Dupree, '19.

Juniors

During the spring the Juniors have been unusually busy doing many things. On the evening of April 7, 1919, they gave a charming performance of Rostand's "Romancers." This was a theatre party complimentary to the Seniors.

As the Seniors were guests of honor, after the audience had assembled they marched in singing their class song and took the seats in the center front. The seventy-seven young women in the Senior class made a fine impression as they filed in.

Before the curtain went up, and between the acts, the teachers of piano, Misses Mead, Fahnestock, and Bertolet, played beautiful selections on the piano.

Miss Marguerite Hensley, the president of the Junior Class, came before the curtain and gave a synopsis of the play, and the cast of characters.

Miss Lila Faircloth was a delightful Sylvette, sprightly coy, and engaging. Miss Virginia Pigford made an attractive lover.

Miss Julia Rowe, as Monsieur Pasquinet, the father of the girl, and Miss Minnie Love Stephens, as Monsieur Bergamin, the father of the boy, made excellent old men, offsetting each other remarkably well. As the old men they carried the audience as they pleased.

Miss Eloise Tarkenton, as Stafforel, the traveling actor, who helped the old men to carry out their plans, made a fine looking young man. Miss Ruby Mercer, as the gardener, added to the garden scene. Musicians and background characters gave variety and life to the play. These were Misses Minnie Hollowell, Fannie Jackson, Rosa Hooks, Frances Walker, Mary Batts, Mildred Maupin.

The stage was artistically arranged. The wall in the center of the stage was covered with beautiful green vines, and the action took place on each side of it; this was very effective.

The play was thoroughly enjoyed by all who saw it. Everyone present looks forward to their Senior play next year. It will be impossible for this to be other than a success because the Juniors have already shown what they can do along the line of dramatics.

Miss Nellie Maupin, the adviser of the class of 1920, the Juniors, has directed all of their activities and deserves credit for the fine performance of the "Romancers," especially.

During the last term the Juniors were very busy serving their breakfasts and luncheons.

They had been looking forward to them with pleasure, and seemed to gain not only pleasure, but a great deal of benefit from them.

The Juniors gave the Seniors a reception on the evening of May 26, 1919. Each year this is the leading social event and is looked forward to with great interest by both classes. We go to press too early for a full report of it in this number.

Members of the "B," or Second Year Academic Class, had a "Page Memorial Program" as their chapel exercises, Friday, May 2, 1919.

Miss Julia Taylor, president of the class, gave the following explanation of the program:

"Our program this morning is intended to be a short memorial service in honor of Walter Hines Page, late Ambassador to Great Britain.

Mr. Page was a true Southerner and a loyal North Carolinian, even though he had not been a resident of the State for over thirty years. He was not only an editor, but also a man of letters, having received honorary degrees both from universities of this country and of Great Britain. He was an educator, a diplomat, and a true patriot. Like many other great Americans he gave his life for his country during the recent Great World War.

While our time is too short in anyway to do justice to the man, we consider it a privilege to pay him tribute at this hour."

Song—"America ..... By School
Scripture Lesson—Psalms 82.
Song—"America the Beautiful"—(one stanza)
Explanation of Program ..... Julia Taylor
I. Brief Sketch of the Life of Walter Hines Page Prior to His Ambassadorship ..... Mary Daniel
II. The Page Personality ..... Carrie Evans
III. The Old North State ..... School
IV. Walter Hines Page on the Country Life Problem ..... Alice Best
V. Extracts from His Plymouth Address ..... Doris Tripp
VI. A Great Ambassador ..... Ethel Clements
VII. "God Save the King" ..... Class
VIII. Editorial in the News and Observer ..... Ruth Dean
IX. An Appreciation of Ambassador Page as Expressed by the Editor of the Atlantic Monthly ..... Emily Ward
X. (Unannounced)—Unveiling and Presentation of Picture of Walter Hines Page ..... Camilla Pittard
Americans' Creed ..... Class

Some of this is published in the front of this number of the Quarterly.

A very interesting and impressive short play, "It Happens in Japan," was given Saturday evening, April 5, by the "B" Class, under the direction of Miss Maria D. Graham, their class adviser. The purpose of the play was to show the eagerness of the Japanese people for ideals and standards set up by the Christian people. It was given for the Y. W.:

CAST OF CHARACTERS

Matsuda San ..... Rosa Woodlief
Hara San, *a Neighbor* ..... Lula Jones
Saki, *Daughter of Matsuda San* ..... Camilla Pittard
Michi, Kiku, Chiyo } *Girls Studying in Tokyo* ..... { Mae Hearne, Carrie Vanhook, Rachel Outlaw
Schira, *a Man Studying in Tokyo* ..... Rebecca Croom

Ume, Masa, Hance } *Serving Sentence in a Japanese Prison*..... { CLARA M. TODD, INEZ PERRY, RHODIE PEEL

Miss Ray, Yoshida San } *Secretaries of the Y. W. C. A.*..... { LAURA HIGHSMITH, SARAH JENKINS

Hoskino San, *Committee Member of the Y. W. C. A.*.....OLIVE CHEAVES

An Imperial Messenger.....JULIA TAYLOR

The "B" Class has organized a "Thrift Club."

A Class

On April 24 President Wright announced in chapel that the A Class had organized a War Savings Club, known as the *War Savings Society of '22;* that the membership is 100 per cent strong; that Miss Lillie Mae Dawson is secretary of this society, and Miss Mina Howell, treasurer; and that the class was "100 per cent willing" to weed the campus, and contribute to the society the money paid by President Wright for this work.

On the morning of May 17 the A Class had entire charge of chapel exercises. The stage was decorated with potted plants, and against the Stuart Walker background the new 1922 banner of purple and white was effectively displayed.

Miss Gertrude Stokely, class president, presided. Miss Mina Howell explained the purpose of the class in the program prepared. Their purpose, she declared, was three-fold:

1. To do honor to the memory of the American patriot and man of letters, James Russell Lowell the one hundredth anniversary of whose birth has been celebrated this year in many leading schools and colleges of America.
2. To cultivate the literary taste of the class, and help their fellow students.
3. To show their friends what the A Class has been doing.

Miss Howell explained that an exhibit of A Class work in English had been prepared in the English classroom, and she invited the school to inspect this exhibit.

The program follows:

1. America .....SCHOOL
   CHRISTINE EVANS at the Piano
2. Bible Reading.....GERTRUDE STOKELY
3. The Lord's Prayer.....SCHOOL
4. Salute to the Flag.....SCHOOL
5. Purpose of Program.....MINA HOWELL
6. Class Song .....CLASS
   Led by INEZ FRAZIER
7. Sketch of Lowell's Life.....PAULINE SANDERS
8. Types of Literature Produced by Lowell.....ALMA WORTHINGTON

Several types of Lowell's poetry were illustrated by the class, who repeated in concert the following, Miss Lucy Kornegay leading:

Aladdin
The Fountain
Violet, Sweet Violet
The First Snow-fall
The Changeling

Misses Lillie Mae Dawson and Ophelia Latham illustrated Lowell's humorous style, reading from memory, *The Courtin',* and *What Mr. Robinson Thinks,* respectively.

Miss Fannie Moore explained the meaning of "Aladdin."

Miss Vera Lunsford read from memory a part of *My Love.*

To the Dandelion was read from memory by Misses Marie Lowry, Clare Vaughan, Inez Frazier, Myrtle Peel, and Evelyn Pope.

Master William Wright, Mascot of the A Class, occupied a seat on the platform.

The exhibit of English work will be described in the Summer School number of the Quarterly.

The A Class entertained the Junior Class on the evening of May 24. An account of this entertainment will be included in the Summer School number of The Quarterly. Vera Lunsford, '22.

CLASS SONG

Cheer for the class of twenty-two
  Cheer with a right good will!
Cheer for the class that is always true,
  Faithful and loyal still!
Wave our colors—purple and white—
Emblem of a class that stands for the right.
Oh, cheer for our class with all your might,
    Three cheers for twenty-two!

Dear alma-mater, our hearts shall be thine,
  Where'er our lot be cast,
'Round thy image our fond memories twine,
  As the years flit past.
In thy name we'll win the fight,
Uplifting the banner of purple and white.
Oh cheer for our class with all your might,
  Three cheers for twenty-two!

S. Elizabeth Davis.
(Class Adviser of the Class of 1922.)

1919

Herbert E. Austin

Herbert E. Austin, head of the Department of Science, has just rounded out ten years of service, both summer and winter, without a break, at East Carolina Teachers' Training School. He came to the school when its doors were first opened for students, and not a single term has he been absent from his post of duty. What this means it is difficult to say. It would be a much easier task to arrange a calendar for these years, placing by it, month by month, a summary of the topics taught and the outside activities that he has either directed or been associated with, but the list would be voluminous, and still the meaning would have to be drawn from the nature of the table of contents and the amount of things done, and the real meaning left untold.

Ten years of consecutive service, a whole decade, just in the prime of a man's life, when his powers are at their best, and when he has given unstintingly of himself and all that he has and is, to one cause, means that the cause is infinitely richer. Mr. Austin's personality is indelibly stamped upon this school and every student who has attended here has come under his influence. Coming as he did at the beginning of the life of the school, his influence is even greater than if it were just ten years in the midst of a long history. He had part in the shaping of policies, in the planning of the organization, and in helping to carry out the idea for which the school was founded.

We will not attempt to show what the meaning of this service is in the classroom, laboratories, and in field work—work that is directly connected with the Department of Science—except to say that he seems to have the ability to get at the heart of things, reduce them to essentials, get the most abstruse scientific matters down to simple, bare, practical essentials, so that even the mind of the child can understand them. This is perhaps the secret of his success as a teacher in a normal school; although he is teaching directly young women, he always sees the child that these young women are going to deal with directly. On the other hand, the adult minds are satisfied because they see the great underlying principles that he has made so clear and concrete.

Five thousand students have been enrolled in this school, and each of these has gone out from here to teach a group of children, averaging at least twenty-five to the group. It takes only a little calculation to see the magnitude of the influence. But Mr. Austin has not confined his activities to the classroom only, but has gone directly into the schoolrooms, has worked in the county teachers' meetings, has made speeches

Blanche Alligood

Edith Bertotti

Katherine Boney

Alice Blake

Lucy Barrow

Nellie Blanchard

Vera Bennett

Lillian Cole

Lydia Cartwright

Zelota Cobb

Lois Daniels

Norma Dupree

Ida Etheridge

Reba Everette

Iola Finch

Rosa Forbes

Lottie Futrelle

Mildred Frye

Fannie Mae Finch

Lillian Gardner

on special occasions, has met the people face to face in many of the counties of Eastern North Carolina, until in some communities where he has returned time and again few are better known than he.

"Every teacher should enter into the interests and activities of the community," is not a mere theory with him. He lives what he preaches. He is a leading citizen of Greenville, and has the confidence and admiration of his fellow-citizens.

They have repeatedly honored him by placing him in places of leadership. He is one of the leaders in his church, and has made a reputation in Sunday School work and as a leader of congregational singing especially. He has had charge of the Home Service Division of the Red Cross in the Pitt County Chapter, and was one of two men from North Carolina who received the highest commendation from headquarters for the efficient manner in which he had handled this work. He has been one of a few who have made the Chautauqua an annual success in Greenville. He always has that most difficult of tasks which spells success or failure for the cause, that is, publicity manager, and he always finds the word *success*.

Mr. Austin comes of sturdy Puritan New England stock, and his training he received from the Worcester (Mass.) School of Technology. He came here directly from Baltimore, where he had taught in the Maryland State Normal School for some years. Although he is not a Southerner, he has, perhaps, been able to see some things with a clearer light because they were new to him, and novelty lent interest, but he is singularly free from offering adverse criticism because of things that are different from what he knew early in his life. He has great sympathy and understanding for all humanity.

It is the good fortune of the class of 1919 to have Mr. Austin as their class adviser. The end of their four years spent under his guidance and the end of his ten years come at the same time, therefore we deem it a privilege to be able to give this appreciation of him. This is the second class that has had him for adviser. He was adviser for the class of 1915, the fall after that class went out from the school we entered, and there has thus been no interval in his duties as class adviser. We are the gainers because of his experience with our predecessors. He has been loved and honored by the class from the beginning. There has never been a time when he was too busy to help us with our problems, and he has been one to whom we could go at all times with our pleasures and disappointments. Many times when we have become discouraged and the way seemed dark, our adviser would speak the word of encouragement that would spur us on to greater things. Our interests have been his interests. The influence he has exerted over the class has always been uplifting and inspiring, ever leading us on to higher things. And this influence will go with us through life, and we will ever have higher standards, higher ideals, because of his high standards and high ideals.

A Bow From the President

The time has at last come when we, the Class of 1919, can realize the visions which we have had for at least two years. We have become discouraged many times, feeling that our work was a failure, and that we would never realize the goal for which we were striving. Just then our class motto, "Never Give Up," would flash into our minds and with renewed interest we would start work anew. During the last year we have realized the greatness of this motto as never before, for even though many stumbling blocks have entered our paths, yet with courage undaunted we have pressed forward and attained the goal for which we have so long been striving. Linked with our class motto is the motto of the school, "To Serve." This has been not only a motto but an habitual practice.

How we have changed, even during the last year! Do you remember the time when we looked upon the Seniors with envy and longed for that time to come when we could assume the name? To our minds a *Senior* was a "piece of perfection." It is quite different with us now, however. Things that used to seem very important are now trivial, and those things which then looked as big as mountains are now being realized.

The 1919 Class hopes you will not think it vain, but we have had high ideals and we feel that we have reached at least some of them.

Our achievements could not have been as great, however, had it not been for the loyal and loving service rendered us by our class adviser, Mr. H. E. Austin. He has been one to whom we could go at all times with our joys, sorrows and perplexities. The Class of 1919 has been fortunate, indeed, in having as adviser a faculty member who has the interests and welfare of the class so much at heart. What could we have accomplished without his aid?

It is with sad hearts that we are nearing the end of our school career at East Carolina Teachers' Training School. Of course we are glad the time has come when we can go out into this State and begin the work for which we have been prepared, but we realize that we are leaving the guiding hand of our teachers who have worked so faithfully with us. Instead of relying on them, we must now take the initiative and become leaders in shaping the young lives of North Carolina.

As we near the close of our work we feel that we should leave some record of our various experiences gained here, hoping that it will be an incentive for the classes following us to go forward and climb even higher than we have climbed. It is impossible to include everything of interest in a limited number of pages, but we have endeavored to give you the things which stand out most prominently in our history, a peep into the personalities that make up the class, and some points of view, all of which is an attempt to make you know our class. This is no attempt at an annual, but it gives you a peep into the life of the girls treated both seriously and humorously. MARIAN MORRISON, *President.*

"Tackin' 'em Down"

Stop, Look and Listen to the things which we will tell,
Of a class which climbed the Ladder upward and never backward fell.
In 1915 this little band began the noble fight,
With "Never Give Up" to lead them, and striving onward to the right.
Of this first class only a faithful dozen are left to tell the tale,
Of the 1919 class who resolved they would not fail.

Hester was the President who turned their faces toward the goal
Which they would reach in '19 with a happy heart and soul.
Bright-faced Mercer, with her golden hair,
Serious-minded Bennett, with a manner debonair.
Iola Finch, with her honest, Christian smile,
And ambitious "Duck," or Harrison, who made her year worth while,
With Z. Cobb, a Y. W. gem,
And joking Vanhook who teased all of them.
If as B's the class had lost Loyal Ina "Mc"
Then dear little Stokes might not have come back.
But faithful McArthur, whose thoughts in the Quarterly we read,
Has been as constant as Leona Tyson and Outlaw—treasures indeed.
From then until now, they've been in the class,
But there is one other member we can not pass—
Mr. Austin, our leader, teacher and friend,
To the class of '19 a true adviser has been.
One whom each member loves and admires
With his kind heart each soul he inspires.
In the fall of '16 many new ones came,
But only these are left to answer to their name.
Our "Speir" has never failed us in work or in play,
And Wagstaff with her smiles, has brightened the way.
Then came Lyda Tyson whom you all know,
For her specialty is jesting as Capo-Comico.
Everett, or "Big Six" dear, but will argue to the end
Even with Willie a sport and a friend.
Lydia C, so quiet and meek,
If you find her, you've got her to seek.
"Kitty" Lister you'd think was chicken-hearted—Why?
Because she wouldn't hurt a "Fly"(the).
There's another, our gentle Dupree,
Soldiers and Pianos are her specialty.
Fannie Mae who is always full of fun,
Gets serious sometimes—I bet a "Bun" (n).

Newson, always willing to work,
Never a day was she known to shirk.
Daniels, always on hand when needed,
The officers and teachers have constantly heeded.
Here's to another who is no fake,
Our very, very studious Alice Blake.
Barrow, "sweet child," she works each day
So hard her hair is about to get gray.
Jenkins, you can't find one any better;
This class, believe me, was fortunate to get her.
Dignified Mumford, one of the best in the land;
Yes, really dignified, when teachers are on hand.
Sawyer, she's genuine, we grant her that,
And she looks mighty good in her new "ring" and hat.
In 1917 still others joined the crowd,
And of each one we all feel proud.
First in the list, and there is none so rare,
As Alligood with her voice and golden hair.
As Barak who screams, as dispenser of mail,
As poet of the class, to Bertotti all hail!
Blanchard, our precious lamb and mathematician,
We know she is one who will get a position.
Here's to "Cat" Boney, second "cat" in the bunch,
A good old sport who loves fun—and lunch.
Next, our "Ever-Ready"—Willing Cole,
A teacher-to-be—whole heart and soul.
Here's to our baby—Mildred Frye,
To please Mrs. Beckwith she will always try.
Futrelle a quiet but faithful girl to all,
We know she's round about even tho' she is small.
Forbes, we predict a great future for her
As Matron here—to succeed Mrs. Jeeter.
Just about the cutest in the class is Mary Lee,
Wonder where she'll teach? (we'll wait and see).
When our school days are ended and our minds are free;
There'll be one preparing to teach, namely little Lillian G.
What would we do without our artist, who is a Hart?
She doesn't study much so she must be smart.
Harrell worked hard and we need not fear
That she won't come out with her record clear.
As property manager in "A Thousand Years Ago,"
Hooks was loyal to the last as you all know.
Hines, who strayed from the mountains to the Training
School,
She's been quite loyal and has "never broken a rule."
Howard, our Y. W. President, who was faithful to the end,
A good disposition and to every one a friend.
Hoyle, we know will teach next year,
And be Prof. of Psychology some day, we fear.
"Dot" Johnson, so true to a girl we know,
But we can't give her name, for they hate teasing so.
Mary Johnson, to us from the Normal came
To help our class to win its fame.

Kilpatrick, "our princess"—so wonderful and fair,
In "A Thousand Years Ago"—she was right there.
Her name is "Little," and great is her aim,
But someday, if you watch her, she might change her name.
A nobler girl has never been here
Than Mary McLean, who deserves a cheer.
As Calaf, our hero, Helen Mc. stood the test,
We'll never forget her, for the riddles she guessed.
Katie Lee, by nature honest, by experience wise,
Modlin healthy by temperance and by exercise.
Morrison, our honorable President, puts duty before pleasure,
We consider her a priceless, invaluable treasure.
Precious things are found in packages that are small,
Newton is a wonder, and isn't "abit" tall.
Wilt thou have music? Hark! Apollo plays!
Wherever there's music, Pattie Nixon stays.
And still they gazed, and still the wonder grew,
That one head could carry all *Outland* knew.
Paddison, our star reader, and cute, O, My!
Winslow just as dear, but a little more shy.
Perry is loyal and a good time she likes,
But she had rather ride in cars than go on hikes.
Stegall, king of soldiers in "A Thousand Years Ago,"
"Bert" Patterson, as a teacher, will make a good show.
It well befits a woman to be at ease,
For Spencer has ne'er been known to get C's.
Our little blushing rose is Mary Tucker,
Whoever gets her will ne'er get a frown or pucker.
Worsley is pretty, don't tell it, tho'.
For that's one thing she wouldn't have you know.
The girl that loves and laughs must sure do well,
That's why "Green" for our Walker fell.
She sings in the morning, she sings at night,
She sings when we ask her—Whitfield's all right.
Whitehurst, a quiet girl always the same,
To her class ever faithful, she helped win our name.
Our Wilkinson told us when we formed our ban',
"They can conquer who always believe they can."
As Emperor of China, L. Patterson looked as wise
As a real emperor does when he tries.
"Honest labor bears a lovely face"
In our Worthington and Woodard, these lines we can trace.
Jordan, always ready to do her bit,
Believes in acquiring success but deserving it.
Howell believes in everything full of fun,
And to serve all—but love "only one."
Before we begin on our Senior year
We must tell you that we (Sara N. and R. Giles) are also here.
When on the home run, in '19 three new ones came
Who wished to join us as we marched to fame.

Etheridge who is always glad to suggest
Something that will be most helpful and best.
Hewitt is a much better teacher than we
On account of her experience, tho', you see.
Jarman came to us the third term of the year,
And tho' she was an eighteener, she's just as dear.

SARA NIXON.
RUBY GILES.

Looking Backward

I. ACADEMICS

A's—1915-'16

The 1919 class as "A's" was organized November, 1915. We then had forty-two members. Our adviser, Mr. H. E. Austin, was elected to guide us through our four years at East Carolina Teachers' Training School. Our officers were Lois Hester, president; Mattie McArthur, vice-president; Ina McGlohon, secretary; Marie Satterfield, treasurer. We soon composed our class song which we have all learned to love, through its constant use. Our motto, "Never Give Up," has well served its purpose. In all our school activities we have ever tried to live up to our motto, and when we set out to accomplish a task or solve a problem we have determined in the start not to leave it until it was finished.

The first red letter day of the 1919 class was on Thanksgiving Day. It was on this day that we proud "A's" were introduced to the social world by our sister class, the 17'ers. They entertained us together with the Senior ball team in the recreation hall, with music, games, dances and refreshments. My! how honored and proud we "A's" felt. On that day we were inspired so that we made up our minds to win honors in athletics for our class.

Our part this year in basketball and tennis was only as rooters and cheerers for our sister class. But this was not the case in volley ball for the honors were ours.

Volley ball was a new sport in school and caused much excitement and friendly rivalry. In the preliminary games the "A's" and "F's" were the winners. My! we could hardly wait for the tournament to come; this was new experience for us, and we were keyed up with excitement. Excitement was not all, though, for we practiced every spare minute. On the 1st day of the tournament which was during the second week of May, the game went in our favor. This encouraged us, and we went back the next day determined to not play the third game. And living up to our motto we did not "give up" until we won the second game. Although this did not win us the general athletic cup, we were none the less proud of our honors.

We longed for the time to come when we could return the honors bestowed upon us by the 17'ers. We waited a long time, it seemed to us, but finally we had our chance. It was there we gave our first entertainment, which was in honor of our sister class. We had the hall beautifully decorated in their class colors. The program was in the form of contests and music. We were proud of our success when our honored guests declared they all had had a jolly good time.

One of the events of every class is an annual assembly. When our first time came "Spring" was our theme. Our program carried out the spirit of bright, happy and joyous spring.

The last "social function" of the year was a true surprise party, sprung on us by our class adviser. When examinations were posted science was to be the last one. We were to stand as A's. How happy we were when, instead of a science examination, we had a social examination in the form of a "T" party given at Mr. Austin's home. Our colors were carried out beautifully in the decoration and "T" contest. A prize was given to the winner in the contest. Mr. Austin, in a very interesting way, told one of Kipling's best stories. Music was rendered by Mr. and Mrs. Austin. Then we were asked to sing our class song, after which delightful refreshments were served. Before the party broke we took kodak pictures of the group. We then departed, declaring we had enjoyed our science examination much better than any of the others.

Our part in commencement was small as we were only lookers and listeners. But in class day a little dream box and a little lamp was willed us by the 1916 class to light our way through our school life. Thus ended our first year at the Training School.

B's—1916-'17

The next year we grew not only from A's to B's but from 42 to 52 in number. Our officers were as follows: Rena Harrison, president; Mattie McArthur, vice-president; Mary Hollowell, secretary; Kathleen Venters, treasurer.

Our "B" year was one of intense interest to us. But we prefer giving our Quarterly space to the beginning and ending of our school career, therefore events of this year will be presented in calendar form. But the details may be found in the back numbers of the Quarterly.

Calendar for "B" year:

December, 1916—A Christmas party, given to "B's" and "F's" by the 17'ers.

February 17, 1917—Valentine celebration, given to 17'ers and "F's" by the "B's."

March 31, 1917—"B" ball team entertained '17 ball team.

April 5, 1917—Held annual assembly with patriotic program.

May, 1917—Volley ball tournament, (when to our sorrow we lost the championship).

June, 1917—Commencement.

We were not anxious to see commencement for we knew our dear old 17'ers would no longer be here to encourage and advise us. On class day they willed us their beautiful pot flowers and a little silver cup, which we still cherish as one of our precious gifts.

Part II. PROFESSIONALS

C's—1917-'18

In the fall, 1917, we were no longer high school students but professional students. We were the largest class in school and the largest during the regular year that has ever been in the history of the school. We are 136 strong.

We could not wait the six weeks that must elapse before the Juniors could organize and become acquainted with the new members of our class, and give them the opportunity of helping us keep up the spirit and team work we had started. So three weeks after school opened we gave them an entertainment as a means of getting together. They showed us that they stood "tip toe" to our spirit when that night we subscribed to two $50 Liberty Loan Bonds. We felt quite proud of ourselves for being among the first to support this worthy and patriotic cause, and to head the list in buying bonds in this school. It was then we caught the war spirit which we carried with us through the year. It was also the beginning of our fund for the student loan fund.

Later in the year when the janitor was called to war we saw an opportunity to do war work and to make money. As a military company we took advantage of this opportunity and as a result another man was added to the army and $50 to our treasury.

We had been at work so long when the time came to organize that our organization was a mere incident, just for the sake of getting officers. Our officers were: Annie Wilkinson, president; Mattie McArthur, vice-president; Francis Sykes, secretary; Marian Morrison, treasurer.

One of the biggest features of our Junior year was our military company, "Company C.

Mr. Meadows, when he returned from the training camp, was elected an honorary member of our class. He offered to give us military training. Realizing it as a great privilege and something unique we gladly accepted his offer.

As a military company we led in the Liberty Loan parade given in Greenville; did janitor work for the school, and as a happy ending for the year went on a hike to the Artesian Spring.

The "dress-up" of our company may be seen in the picture in the page of historical pictures in this QUARTERLY. The write-up or details of the above events may be found in the back numbers of the QUARTERLY.

We feel that the regular exercise, the team work, the strict and immediate obeying of commands, and all other strict rules of militarism

which "Company C" afforded us will be of great service to us throughout our lives.

As the world was blue and gloomy over war conditions, we tried to give a glad, joyous and cheering program for our annual assembly. The program was a combination of spring and patriotic selections.

In place of the conventional Junior and Senior reception we gave to the Seniors a combination of a dramatic entertainment and reception. We gave a condensed version of the "Mikado." In this the talent of the Junior class was discovered, which aided us in making the Senior play a great success.

In the reception which followed the Japanese idea was carried out. Much fun and music were enjoyed throughout the evening.

This year we were no longer rooters in athletics but were real athletes and took an active part.

The Thanksgiving game was looked forward to with great pleasure but after the game our pleasure was turned to sorrow, for the class of 1918 won, but we gave them a hard fight. Thinking of our motto, "Never Give Up," we went on practicing, for we knew the tournament was still to be played.

The tournament was very exciting for we won the first game, the second was a tie; all were excited, but when the tie was played off the 18'ers won. Who was going to win the third game? We all waited in suspense. The game was a hard fight and a close one, but the 18'ers finally won.

The tennis and volley ball tournaments followed the basketball tournament. In these games there was little excitement, for we, the 19'ers won in both, without having to play the third game. This won us the general athletic cup.

This year when commencement came, all we could think of was that next year *we* would be Seniors.

D's—1918-'19

The height of our ambition was at last reached when we became Seniors. This is what we had been looking forward to for three long but happy years. As seniors we had the privilege of organizing our class in two weeks after arriving here. We then elected our officers: Marian Morrison, president; Annie Gray Stokes, vice-president; Reba Everette, secretary; Vivian Sawyer, treasurer; Ida Ethridge, critic.

We now have seventy-seven members. This great loss between the Junior and Senior years was due to the fact that last year for the first time, first grade certificates were granted to any one completing the Junior work here. There were also many war jobs and other attractive positions open for girls. These temptations for getting right into salaried positions proved too strong for our girls. As it is, though, Presi-

dent Wright can say, "this is the largest graduating class in the history of the school."

We were now experienced enough as a class to realize life was serious and there was something for us to do and not to be idle while our boys were giving their all. The first thing that came up for us to do at this time was to pick cotton. We had much fun on our cotton-picking expeditions, along with the hard work. We gave $20.00 of our cotton money to the United War Work Campaign. Still we did not feel that we had done our bit so we subscribed for a $100.00 bond in the Fourth Liberty Loan Drive. This gave our class two hundred and fifty dollars in Liberty Bonds. When the war closed we did not stop thrift, for we organized "The 1919 Thrift Society," which we hope will establish a habit of thrift that will go with us all through life.

Our first novelty in the Senior school work was our practice teaching. Our class had a privilege that no former class has ever had, for we were the first class to teach in the new Model School with seven grades. This required hard, steady work, but we did not give up. We feel that we, the 1919 class, or the experimental class, has gained much from our experiences. We were delayed in beginning our work at the Model School as a number of our class fell victims to the "flu" epidemic.

This year is the first time sewing has ever come in the Senior year, and all in the sewing class required to make their graduation dresses.

Quarterly work as a part of our year must be mentioned, for every member of the Senior class has had the privilege of writing something for the QUARTERLY and signing her name. The Seniors have certainly fluttered yellow paper around Room 3 this year.

Owing to the "flu" epidemic our class cannot report the history in athletics this year we had hoped to report, for we have had no athletics.

Other important events of the year will only be mentioned here in calendar form for they have been, or will be, featured in other places in the QUARTERLY:

November 2, 1918—Hallowe'en celebration in honor of the school.

November 8, 1918—Arbor Day—(Planting of two live oaks from President Wright's old home).

December, 1918—Annual Assembly—War program.

February 4, 1919—Tom Skeyhill's Visit—(Distinguished event of this class because of "poetry hour" given to the Seniors alone with the Faculty).

February 14, 1919—Cooking class entertained Seniors in cooking laboratory.

April 14, 1919—1920 class gave "Romancers" in honor of 1919 class.

April 25, 1919—Senior play.

April 26, 1919—President and Mrs. Wright's reception to Seniors.

April 28, 1919—Wake Forest Glee Club.

The members of the 1919 class has, throughout its whole career, taken interest and an active part in music, societies and Y. W. C. A. functions. The president of the Athletic League, Y. W. C. A., and the societies all came from our class.

The members of our class alone do not deserve credit for the history we have made, but credit is due to all the faculty, and most of all to our faithful and loyal class adviser, Mr. Austin, who has spent himself unsparingly for us throughout our four years at the Training School.

Ina McGlohon.

Jokes

A senior wrote a note to her favorite teacher just before examination. It read thus: "Dear Teacher: Give 'till it hurts."

Eva Stegall: "How many *dispositions* may I have, Mr. Parker?" (when having pictures made for Quarterly).

Ask Vera Bennett why her conversation with the Glee Club boy was about her room-mate's diamond ring.

New girls in candy kitchen put their money for their ice cream in the player piano.

Mary Outland: "O, I feel like quitting; those children in the third grade don't know anything, and I've taught them all I know."

Junior: "I have a new niece."
Marie W.: "Boy or girl?"

Mary Lee: "Ruby is going to write the '*Jungles*' for the Quarterly."

Mary Johnson: "I'm so glad Dr. Poteat didn't give us the dimensions of heaven in his talk, for Miss Graham would have had us plastering and papering it."

Senior (at Model School): "How did Washington's men fire?"
Pupil (waving hand in air): "In pantaloons," (meaning platoons).

Lyda: "Elsie, what are you going to stop during lent?"
Elsie: "Going to the picture show." (We never go).

Miss Muffly: "Mary Johnson, you can't sing with that gum in your mouth—throw it away."

Mary J.: "I can't—it's Lyda's."

B Treasurer (collecting dues, knocked at maid's door by mistake, and said): "Any B's in here?"

Maid: "No, we are Juniors."

New Girl: "Do you know what time the 4:01 train is due?"

New Girl: "How often does the *'Daily Reflector'* come?"

Junior: "Do they do the washing up here—I haven't seen any clothes hanging out?"

Bonnie: "Elsie, please get me some eggs up the street."

Elsie: "Sure, what kind?"

Who went to sleep in the bath tub the night after the Wake Forest Glee Club boys were here?

Senior (at Model School): "Why was Cornwallis captured?"

Pupil: "Because he didn't have any underwears." (The teacher had explained the day before that he was captured *unawares*).

RUBY GILES.
SARA NIXON.

1919 Thrift Society

The 1919 Thrift Society was organized April 19, 1919, at a meeting of the Senior Class. The members pledged to invest a certain amount per month or week in War Savings Stamps and Thrift Stamps. The amount pledged in the society was $31.50 per month, or $378.00 per year.

This spring reorganization of a Thrift Society followed an interesting talk in chapel by President Wright on the subject of thrift. In this talk he emphasized the following points: How it would help both State and individual to form the habit of thrift; how it would make each individual self-supporting, thereby greatly increasing the material wealth of our State and Nation.

This, however, was not the beginning of thrift in this class. Last year at the first class meeting we voted unanimously to buy two $50.00 bonds. We were also 100 per cent war savers, each girl having pledged to save a certain amount per month and invest in War Savings Stamps. In the spring term one of the janitors was drafted and sent to camp, so we took the job of the janitor, using the money obtained by this work to buy a bond in the second Liberty Loan Drive. Last year good habits of thrift were instilled in the members of the class in cooking also, as most of the work done was based on food conservation and preparation of food substitutes.

In fact the spirit of thrift has been dominant in the class at all times. We have welcomed all opportunities for making and saving money, both in groups and as individuals. Last fall we went out to nearby farms and picked cotton. This money was given to the United War Work Fund. We have formed the habit of thrift so thoroughly that we will be able to save much of what we earn, and to teach the people of the communities in which we go habits of thrift and efficiency.

Ruby Worthington, '19.

Musical Seniors

The following Seniors have completed the course offered by the piano department of this school. In order to do this each one taught a pupil under the supervision of the teachers in the piano department:

Iola Finch, Pattie Nixon, Lillian Gardner, Ivy Modlin, Norma Dupree, Elizabeth Speir.

The following Seniors have done sufficient work in music to receive credit toward graduation:

Mary Lee Gallup, Sara Nixon, Ferol Little, Fannie Mae Finch, Mamie Walker, Ruby Worthington, Ina McGlohon, Lois Daniel, Martha Mercer, Lucy Barrow, Lyda Tyson, Vivian Jenkins, Catharine Lester, Blanche Alligood, Mary Hart.

Advantages of Teaching in Seven Grades

Edith R. Bertotti

Teaching in the upper grades at the enlarged Model School has meant a great deal to the Senior class. They have accomplished that which heretofore has been impossible with only four grades in which practice teaching could be done. The work in the fifth, sixth and seventh grades has prepared the future teachers to teach the upper grades in the grammar schools. It perhaps, means more, for some of them will be able to undertake the responsible position of principalship in the rural schools.

Many problems which must be met by the teacher of the upper grades have been solved. Girls who have been here, heretofore, have had to meet these same problems later, without any previous preparation whatever. One of these problems has been that of discipline. The adolescent child is different from the primary child, therefore discipline in the fifth, sixth and seventh grades is different. It is very often a problem of greatest difficulty and requires careful thought and management. After supervision in the Model School, the handling of problems in discipline have resulted in success instead of failure.

Although the students have been prepared in subject matter and theory for teaching in the upper grades, until this year they have not had an opportunity to practice in the higher grades in the Model School. Different arrangement and presentation of subject matter applied in pedagogical manner is necessary. It is at this point where the teacher discovers whether he or she can really put something across to the children.

The enlarged Model School has been a means of selecting those best suited for the different grades. Previously this could not be done as everyone had to teach in any two of the first four grades. At present those who thought they wanted to be primary teachers, in many cases have found their preference to be in the intermediate grades. Some who thought they could never successfully teach primary work discovered that their most efficient work was done in the lower rather than the higher grades. Teaching in the enlarged Model School has been a means of training the class of 1919 in the work best suited to each individual.

Senior Play—"A Thousand Years Ago"

"A Thousand Years Ago," by Percy MacKaye, was presented by the 1919 class, April 25th. It was the most brilliant success in the dramatic history of the school. It was presented to a capacity house with chairs in the aisles and at the back of the last row of seats in the gallery. Some of the faculty and students gave up their seats and they were sold again. The gross proceeds from the play were $707.25. There were three distinctive features about the play: It is the first play presented at the Training School by a living writer; it is the first royalty play, and the first that has been a recent success on Broadway ever presented here.

The play itself is a thrilling story with a complicated love plot running the whole way through, which kept the audience in suspense from beginning to end. This is the synopsis that appeared on the program:

Turandot, Princess of Pekin, has fallen in love with a beggar, and tries to escape marrying one of the royal suitors who seeks her hand. She has persuaded her father, Emperor of China, to make an edict for a year and a day,

Mary Lee Gallup

Ruby Giles

Lois Hester

Rena Harrison

Elsie Hines

Bettie Starr Howell

Mary Hart

Lillie Hewitt

Ruth Hoyle

Ruth Hooks

Bonnie Howard

Millie Harrell

Mary Johnson

Alla Mae Jordan

Dorothy Johnson

Vivian Jenkins

Letha Jarman

Blanche Kilpatrick

Catherine Lister

Ferol Little

declaring she will marry only the man who can guess correctly three riddles which she shall ask, but if at the end of the year, no one has guessed the riddles, Turandot is free not to marry. A number try, fail, and are beheaded. The year has passed when the play opens and only the day remains. The Emperor is in despair, when a troup of vagabond players appears at the gateway of Pekin. Their leader, Capocomico, promises to solve the mystery of the strange riddling of the princess, and to marry her off in this one day, on condition that he be made Emperor of China for the single day. Through the artfulness of Capocomico, all ends happily, and he asks as reward only a withered rose, the symbol of romance.

From the moment the curtain went up the interest was intense, as the audience followed breathlessly the events. The play opened with the strange black background, with heads hanging from above, statuesque Chinese soldiers standing on guard, and other soldiers solemnly marchinging across the stage; then came a mysterious pantomime by two oriental beggars, all done in a weird ghostly light. Suddenly the band of vagabond players, brightly dressed in bright motley, danced on the stage as the light came on in full blast. Capocomico, their master, took possession of the situation and throughout the evening carried the audience as he willed explaining events, weaving through all parts as a shuttle, bringing order and happiness out of what seems to be hopeless situations.

The costumes were of Oriental style, bright and gay in their colors, which made the scenery very effective with the black background together with the lights. The lighting effects were the best ever seen at the Training School and added greatly to the beauty of the play. The scenes were as follows:

Act I: City Gate at Pekin.
Act II: Scene 1. Room in the Imperial Palace.
Scene 2. Great Hall of the Emperor.
Act III: Scene 1. Anteroom.
Scene 2. Calaf's Chamber.
Act IV: Great Hall of the Emperor. (The same as Act II, Scene 2).

The cast of characters was as follows:

Calaf, *Prince of Astrakhan*.....Helen McLawhorn
Barak, *His Servitor*.....Edith Bertotti
Vagabond Players From Italy:
Scaramouche.....Elizabeth Speir
Punchinello .....Annie Wilkinson
Pantaloon .....Rosa Vanhook
Harlequin (*Mute*).....Marie Worsley
Capocomico, *Their Leader*.....Lyda Tyson
Altoum, *Emperor of China*.....Leona Patterson
Turandot, *Princess of Pekin*.....Blanche Kilpatrick
Zelima, *Her Slave*.....Ruby Giles
Chang, *The Chief of Slaves*.....Reba Everette
Soldiers: Katherine Boney, Fannie Mae Finch, Eva Stegall, Mary McLean, Mattie McArthur, Sara Nixon, Vera Bennett, Martha Mercer.

Lords of the Divan: Nell Blanchard, Ivy Modlin, Elizabeth Wagstaff, Lois Daniels.

Attendants: Ruth Hoyle, Virginia Spencer, Catherine Lister, Ina McGlohon.

Page.....MARIE WINSLOW

Miss Lyda Tyson, as Capocomico, proved herself a remarkably fine actress. Her lines were spoken in a beautiful voice which rang out as clearly as a bell, so that not a syllable was lost. Her interpretation of the part was great. Miss Helen McLawhorn, in the three-fold part, first as prince disguised as beggar, then as the lover pretending to be another prince, and finally as Calaf himself, acted all three parts in a most convincing manner, making the audience feel that she actually became each of these characters. There was none of the usual schoolgirl self-consciousness in her acting of a part that is most difficult of all parts for a girl to act. Miss Blanche Kilpatrick, as Turandot, the princess, was wonderfully beautiful and acted with great brilliancy and ease, showing real dramatic fire and ability. These two were especially strong in the love scenes. Miss Leona Patterson, as Altoum, the Emperor of China, who gives up his throne to the master of the players, Capocomico, was an imposing figure in the royal robes.

Miss Edith Bertotti, as the old beggar attendant on the hero, Calaf, acted with such dramatic force and power that she thrilled the audience with her blood-curdling yells and realistic acting.

The vagabond players added life and variety to the play, and furnished much of the fun. Miss Marie Worsley, as Harlequin, the mute player, was very attractive, especially in the Harlequin dances. Misses Annie Wilkinson, as Punchinello, Elizabeth Speir, as Scaramouche, and Rosa Vanhook, as Pantaloon, as the strolling players in their motley dress, were each fine in a different way.

Miss Ruby Giles, as Zelima, was the charming attendant on Turandot.

Miss Reba Everett, as Chang, the chief of the slaves, looked as if she had stepped out of the Arabian Nights. Miss Marie Winslow, as the little Hindoo boy, standing around looking and waiting, added to the picture. A great tribute was paid to the soldiers by some one who said that she could not see how they got the statues here without breaking them. These soldiers were Misses Katherine Boney, Fannie Mae Finch, Eva Stegall, Mary McLean, Mattie McArthur, Sara Nixon, Vera Bennett, and Martha Mercer. The Lords of the Divan, Misses Nell Blanchard, Ivy Modlin, Elizabeth Wagstaff, and Lois Daniels, added very greatly to the play, as they sat or stood in the background, salaaming and following the action. The Ladies in Waiting, Misses Ruth Hoyle, Virginia Spencer, Catherine Lister and Ina McGlohon, with their lovely costumes and flowing hair, brought out the beauty of the oriental setting.

The acting was marked by grace and ease, no signs of nervousness and excitement; there was a certainty, a sureness about everything that

was professional in its spirit and very artistic. One significant thing about this production was that all the honor did not belong to the leading actors; all the stars had excellent support, and not a soul on the stage let her part go for a minute. The lines of all were spoken clearly and distinctly, and the interpretation was truly remarkable. This reflects great credit upon the training.

Mrs. Adele Gutman Nathan, director of entertainment of War Community Campaign Service in Baltimore, spent three weeks in the school directing the play. She has been doing this work ever since Camp Meade was opened, which was in August, 1917. The class was exceedingly fortunate in securing the service of such an expert as Mrs. Nathan. She is a graduate of Goucher College, and she has had considerable experience in directing plays. She spent a part of her vacation in coaching the play here, and had to return to Baltimore before the performance, but the actors were so well trained that they had no trouble going forward with it.

Mr. Austin and Miss Muffiy took charge after Mrs. Nathan left and carried the play through.

Miss Alla Mae Jordan, with her assistant, Miss Vivian Sawyer, acted as student manager, prompting the lines and watching for details, and generally assisting Mrs. Nathan and helping to carry the play through.

It took a great deal of work behind the scenes. All the scenery was made at the school, the background was wholly black, somewhat like the background in Stuart Waller's play. The Chinese decorations, costumes and the actors stood out in bold relief against the sombre background.

The first scene represented the City Gate at Pekin, China. On this gate were heads of men who had been beheaded by the orders of the Emperor of China, or of those miserable wretches who had failed to answer the riddles asked by the Princess.

Mr. Austin practically made the scenery himself and was at hand at any and all times seeing that things went right and doing the many little things that were detailed to no one in particular.

Miss Pattie Nixon, as mistress of the wardrobe, had charge of the costumes.

Miss Ruth Hooks and a committee had charge of the stage properties and the scenery. Everything had to be planned and made for this play particularly, so the work amounted to quite a good deal. Miss Sallie J. Davis was faculty adviser on this committee. Miss Rena Harrison was student chairman of publicity and printing. Miss Jenkins was faculty adviser on this committee.

Miss Zelota Cobb was chairman of the poster committee. Posters were sent all around Greenville and to the towns around. These posters are very effective advertising. The posters were very attractive. Miss Lewis was the faculty adviser on this committee.

The marshals for the evening were Misses Elsie Hines, Blanche Alligood, Mamie Walker, Bettie Starr Howell, Mary Tucker, Mary Lee Gallup, Mary Johnson, Isabelle Paddison, Lois Hester, Rosa Forbes, Eva Outlaw, Pattie Perry, Lucy Barrow, Bonnie Howard, Annie Gray Stokes and Laura Newton. Miss Thelma Mumford had charge of the sale of tickets and the business management. Miss Graham assisted her.

Everything connected with the play was eminently successful.

RUTH HOOKS, '19.

Reception by President and Mrs. Wright

President and Mrs. Robert H. Wright entertained Saturday evening, April twenty-sixth, from nine to eleven o'clock, in honor of the Senior Class. Their lovely and hospitable home was decorated in green and white, the colors of the 1919 Class, and the white carnation, the class flower, was used profusely.

The guests were met at the door by Misses Whiteside, S. Elizabeth Davis, and MacFadyen. Mary Wright and Elizabeth Austin directed the guests to the dressingroom.

After coming from the dressingroom the guests were ushered into the parlor where they were introduced by Miss Annie Ray to the receiving line which was composed of the following: President and Mrs. Wright, Mr. and Mrs. Austin, Mrs. Murphy, Mr. and Mrs. Swanson, Mr. and Mrs. Harding, and Dr. and Mrs. Nobles.

At the end of the receiving line the guests were met at the door of the spacious dining room by Misses Scobey and Sallie Joyner Davis, and refreshments consisting of salted peanuts, cake and cream were served by Mrs. W. E. Hooker, Misses Graham, Stell, Willa Ray, Pearl Wright and Priscilla Austin.

From here the guests were ushered into the living room where Mrs. R. L. Carr and Miss Goggin greeted them. Misses Lewis, McCowan, Taylor and Mrs. Quinerly presided over the punch bowl.

Misses Bertolet, Meade and Fahnstock rendered selections on the piano throughout the evening, and Miss Worth, of Norfolk, played several beautiful solos on her 'cello.

The Faculty, Seniors, and those members closely connected with the Training School, with only a few others, were the guests.

ELSIE HINES, '19.

	What I Am; What Others Think About Me.	What I Want to Be; What Others Think I Will Be.
Reba Everett	A bashful girl; A rollicking "Big Six"	A suffragette who tactfully wins the vote; A militant suffragette
Annie Wilkinson	An attractive young lady; A conceited young lady	The wife of a sailor; An old maid teacher
Annie Gray Stokes	A lover of music; A big flirt	A kindergarten teacher; Editor World's Work
Lois Hester	Very dignified; A rattle-brain	A prima donna; A specialist in English
Vera Bennett	"Miss Bennett"; A confidential friend	A doctor's wife; Newspaper reporter
Rosa Vanhook	Brave as a lion; A big mouth	A Supreme Court judge; St. Nick's helpmate
Lyda Tyson	An improved girl; A coquettish lady	A successor of Mrs. Castle; A leader of vagabonds
Laura Newton	A grown-up Senior; A little girl who forgot to grow up	A foreign missionary; A "home" missionary
Ruth Hooks	An insignificant some one; An all-round girl	A movie actor; Preacher
Iola Finch	An ardent admirer of poetry; A dwarf(?)	A famous musician; A tank driver
Sara Nixon	Just as smart as Pattie; As vain as a jackdaw	A cellist; A pie vendor
Pattie Nixon	More brilliant than Sara; A fair lady to look upon	A modern Rockefeller; A sailor's mate
Bonnie Howard	As mischievous as anyone; A gem on the basket ball court	A tourist of Europe; Helpmate of Billy Sunday

	What I Am; What Others Think About Me.	What I Want to Be; What Others Think I Will Be.
Mildred Frye	Little, but loud; The class baby	An artist; A miner
Lillian Cole	A typical Suzzalo; A dancing star	A high school professor; A pullman car porter
Mattie McArthur	A finished product in editorship; An influential leader	The owner of a bungalow; A fruit-tree agent
Addie Newsom	A real mocking bird; A modern Janus	The first to get my picture in the Quarterly; The President Columbia University
Katie Lee McLean	The most brilliant girl in school; A butterfly	Member of the Governor's Council; A freak in mathematics
Dorothy Johnson	A food conservator; A dainty "Dorothea"	A poet; A carpenter
Zelota Cobb	As graceful as a Grecian goddess; The essence of ambition	More famous than Ty Cobb; A Red Cross worker
Elizabeth Speir	A faculty pet; A girl in love	A farmer's wife; A banker
Alice Blake	A professional conversationalist; A studious girl	A lawyer; A miller
Elsie Hines	A lonely mountaineer down east; Young in limbs, in judgment old	A companion of Tom Skeyhill; The mistress of a bungalow
Blanche Alligood	Ahead of Farrar in cosmopolitan reputation; Always on the program	A playground director; A carnival director
Marian Morrison	The most dignified girl in school; More logical than she thinks	A member of the faculty of E. C. T. T. S.; A rejected lover
Nell Blanchard	The biggest talker in my class; Idealistic in her views	A wireless messenger; The next in T. S. faculty

Mary Tucker	All that life can rate; A hater of the opposite sex	Always in the front seat; A patent medicine freak
Blanche Kilpatrick	Distinct in individualities; A fairy princess	The proprietor of a lovers' "Lane"; His faithful slave
Mary Hart	The only artist since Millet; Holy, fair, and wise	The president of E. C. T. T. S.; A bookkeeper in a shoe-shop
Vivian Sawyer	Titled goddess; A grown-up baby	An ideal teacher (of one); One of Barnum & Bailey's happy band
Ferol Little	A chatterbox; A woman of few words	A distinguished orator; An acrobat
Marie Winslow	Not so handsome, but cute; A babyish talk and a babyish walk	President Wilson's private secretary; A teacher in a near-by high school
Patty Perry	The owner of the largest number of suitors; A typical gadabout	A millionaire's ideal; A chauffeur
Fannie Mae Finch	The best janitor in the Y. W. C. A.; Above the average	A model cook of pies and "Bun(n)s; A reconstruction leader
Mary McLean	A genius in psychology; As conscientious as she appears	A cartoonist; A bass soloist
Rosa Forbes	A witty miss; Rather far-fetched in her estimate	The owner of every novel written; A submarine pilot
Alla May Jordan	The only Senior that knows anything; The one Senior that should know something (if experience is a lesson)	A director of "Marshall" music; The superintendent of a one-teacher school.
Mary Lee Gallup	The owner of the biggest diamond in school; A very proud owner	The first of my class to be married; The superintendent of an Old Maids' Home.
Ruby Giles	The ideal of Andy's dreams; A popular correspondent	A social star; A governess
Mary Outland	Very original; Very business-like	An aviator; Sailor on a submarine

	What I Am; What Others Think About Me.	What I Want to Be; What Others Think I Will Be.
Ina McGlohon	The smartest girl in the history of the school; A big "crusher"	A history teacher; A taxi driver
Vivian Jenkins	A walking encyclopedia; A law-abiding Senior	A county demonstrator; A circus clown
Katherine Boney	A mimic; A perfect Chinese statue	A successor of Charlie Chaplin; An organ grinder
Ruth Whitfield	A typical Melba; Fair in her estimate	A faculty pet; A shepherdess
Lucy Barrow	A blockhead in history; A star in history	A yeomanette; A fortune-teller
Eva Stegall	Very aristocratic; Divinely tall	A wife; A bishop in the church
Mamie Walker	An ideal entertainer; A good housekeeper	A society belle; A hairdresser
Virginia Spencer	A model roommate; A little doll	A rural supervisor; A voice teacher
Lillie Hewitt	Skilled in projecting; One of our noblest	Broker; Superintendent Pitt County Schools
Edith Bertotti	The only one that ever lived out west; A born actor	A dramatic coach; Postmaster General
Leona Patterson	The latest hint in hairdressing; A pedagogue	A gymnastics director; A pop-corn dealer
Lillian Gardner	A great big beautiful doll; An up-to-date "Gardener"	A trained nurse; A snake charmer
Elizabeth Wagstaff	A fair creature; A professional caser	The first to get my diploma; A book agent

Catharine Lister	A Parisian model; A daughter of the gods	A mistress of the White House; A homely spinster
Bettie Starr Howell	As dignified as the average Senior; A tactful fun-maker	A model housewife; A blacksmith
Ida Etheridge	The youngest girl in the '19 Class; As wise as an owl	Owner of a sugar industry; Future lady principal of E. C. T. T. S.
Norma Dupree	Gradually decreasing in size; A model in neatness	The owner of a diamond; A soldier's wife
Isabelle Paddison	A professional dancer; Exceedingly quick-witted	An elocutionist; A teacher of Social Management
Lottie Futrelle	A reformed speller; A deformed speller	An osteopath; A specialist on the "Nine Lives of a Cat"
Mary Whitehurst	A considerate neighbor; As quiet as a mouse	A botanist; A palmist
Ruby Worthington	The most comical girl in school; As virtuous as Nature creates	A member of Congress; A hypnotist
Ivy Modlin	A typical blonde; A bundle of energy	A composer of music; A butler
Marie Worsley	A modern Cleopatra; A nimble Harlequin	A musician's wife; A "Wood" dealer
Martha Mercer	A genius in journalism; Just the best we have	A dashing belle; An anti-prohibitionist leader
Eva Outlaw	A jack at all trades; Very resourceful	A county demonstrator; Ambassador to Utopia
Millie Harrell	Expert in articulation; Always busy	A North Carolina Senator; Private secretary to Gen. Pershing
Glennie Woodard	A rollicking theologian; A modern Priscilla	Home Economics teacher; A bootblack

	What I Am; What Others Think About Me.	What I Want to Be; What Others Think I Will Be.
Lydia Cartwright	An unexcelled geologist; Very reserved	A county health officer; Mistress of a tea-room
Helen McLawhorn	A dramatic star; A desperate lover	A doctor of medicine; A rancher
Ruth Hoyle	A superb altoist; A fair-eyed brunette	A choir leader; An undertaker
Letha Jarman	An excellent advertiser; Up to the mark in ambition	Editor News and Observer; A janitor
Leona Tyson	A gift of the gods; A dashing, dimpled lady	A surgeon; A Broadway cop
Lois Daniel	One of the famous artists of the world; Rather preposterous in her conclusions	The next governor of North Carolina; A jailor
MaryJohnson	One of the seven wonders of the world; A wonderful mathematician	A composer of "Methods in Arithmetic Teaching"; A picture agent
Bertie Patterson	A promising teacher; A kind overflow of kindness	A teacher of Geometry; A brickmason

Rena Harrison, '19.

Wanted!

Wanted: To know why Rena Harrison goes up town so much more than she did last year.—B. A.

Wanted: To know why we have onions every day for lunch.

Wanted: More male correspondents.—R. V.

Wanted: A good hair tonic by all "flu" victims.

Wanted: To know what has become of the good old-time sugar dishes that used to sit in the center of the table.

Lost: Lois Hester, in an elevator in the National Bank Building.—R. H.

Wanted: More time to study.—K. L. M.

Wanted: To see a "wall drop."—R. G.

Found: A letter, salutation, "Andy, dearest."—?

Lost: A Tally card.—V. B.

Wanted: To learn the art of being as attractive as my friends.—M. J.

Wanted: To attend a dancing school.—R. V.

Wanted: To learn how to write a suitable application for a school.—M. M.

Wanted: To know how to get a "1" on English.—L. T.

Lost: My "Farm Project." Finder please return to room number 84.

Lost: D. J. Will finder please return to room 53.—E. W.

Wanted: To learn the new dance that the Wake Forest boys brought here.—I. P.

Wanted: To know how to case.—D. J.

Wanted: To learn the art of arranging my hair stylishly.—L. F.

Wanted: To learn how to sew.—E. H.

Wanted: To know why every Senior has a beau but me.—P. P.

Lost: My "ideal Penn." Finder please return to room 191.

Wanted: To know how to visit during study hour without getting caught.—K. B.

Answers to these questions please be sent to Rosa Forbes, '19.

The Point of View

Nothing helps in understanding people so much as getting their point of view. This is the chance the Class of 1919 has to make itself understood by their friends, and by their un-friends also, if they have any. We have presented the record of the past. Our jinglers have set forth our follies and foibles while they practiced their favorite pastimes—jingling and knocking. The seer, who thinks she knows what we think of ourselves, and knows she knows us as we are, and professes to see into the future, has published the conclusion of the whole matter to the

world. Some one has even been taking notes on us and collected what she terms "jokes." Another takes it upon herself to advertise our wants. Some of us, as individuals, have a point of view also. The next pages, from this until farewell, have been turned over to us. Take them for what they are, and form what opinion you will. We, at least, have had the chance to speak our minds, and should feel better, although others may be none the wiser:

THE POINT OF VIEW—A ONE ACT PLAY

LYDA E. TYSON, '19.

Scene: Room 2 (Senior Class Meeting).

Pres. (with a gesture for silence): We have a lot of very important business this evening, so I want your undivided attention.

Rosa V.: Madam President, I second the motion.

E. Hines: What motion? There hasn't been any motion made but I'll make one: I move we all give our undivided attention, so we can hurry and adjourn.

Mary Lee: Second the motion, because I've got a date.

Pres.: It's nearly the middle of February and it's time we were thinking of our graduating dresses.

Mary J.: It certainly is—June will be here before anybody knows it.

Pres.: I'd like to have a discussion about the dresses.

Sara: Madam President, I move we have some.

Laura (laughing): Some what? Dresses or discussion?

Sara (confused): Oh, I mean some pretty graduating dresses.

Mary Tuck: I move we have white organdy dresses.

B. K.: Second the motion.

Iola: I wanted voile. I'll look so fat in old stiff organdy.

Rosa V.: The Bun must be going to come to commencement.

Mary J.: Here's one who doesn't care how she looks, just so she gets her diploma.

Rosa F.: That's me all over.

Ruby: We must not use expensive material, for we can't pay over ten dollars for our whole graduating suit.

Whole Class (in concert): Ten dollars! !

Mamie W. (puzzled): How will we ever get them out of ten dollars?

Mary J.: Don't you worry. Miss Graham will have you work that out. I bet you anything she has us make twelve real problems about them.

Rosa V.: I'll tell you, that's a project.

Alla May: You can get them out of ten dollars, because I know from experience. I did it when I was teaching.

Ivy Modlin

Ina McGlohon

Marian Morrison

Mattie McArthur

Katie Lee McLean

Helen McLawhorn

Martha Mercer

Mary McLean

Thelma Mumford

Laura Newton

Sara Nixon

Pattie Nixon

Addie Newsom

Eva Outlaw

Mary Outland

Pattie Perry

Bertie Patterson

Isabelle Paddison

Leona Patterson

Eva Stegall

Lillian C.: I did, too.

Hester: You can, if you use your common sense, as Miss Comfort says.

Bonnie H.: M. P., how are we going to make our dresses?

Mary T.: Just as simple as possible, if I've got mine to make.

Vera: Remember, girls, we've got to have good seams this year, and they musn't be over one-quarter of an inch wide.

Ruth Whitfield: M. P., Miss Lewis says when we go t'make our dresses t' be sure and make them artistic and make them with beautiful lines.

Katherine B.: She wants us t' think and cut our think, when we cut them out.

Blanche A.: I bet she wants us to use angular perspective.

Pres. (rapping on table with the gavel): Just a minute, people! That's off the point.

Rena: M. P., I move you appoint a committee to meet with Miss Scobey to decide about our dresses.

Pres.: You've heard the motion. All in favor let it be known by saying I.

Class: I—I—I—

Pres.: All opposed, the same.

Isabel: Madam President, I think there's too much of this committee business.

Pres.: I will appoint this committee.

Ruby: Madam President—

Pres.: Miss Giles.

Ruby: What does the class think of the Seniors having a glee club come down and give us a concert.

Whole Class (excitedly): Fine!!! Let's do it.

Ivy: I move we have the Carolina Glee Club come Monday week.

Fannie Mae: I move we have the Wake Forest Glee Club.

(Whole class laughing).

Rosa V.: The preacher must be in the glee club.

Zelota: M. P., I move you try both and see which one we can get best.

Lillie H.: This is a good motion. I second it.

Isabel: Madam President, I move you appoint a committee to see about this.

Pres.: I will appoint this committee.

Kitty Lister: M. P., I move we give the Glee Club a dance on the third floor after the concert.

Annie W.: Second the motion.

Lyda: Fine! That's my true specialty.

Ruth Hooks (very businesslike): Madam President, I move we wait awhile to plan for the glee club. There are so many important things that must be attended to at once. Miss Wilson has asked all the Seniors to help her collect all the bugs, insects, beetles, toads, snakes, birds and birds' nests we can find for her to send to New York City to the museum. She also said please destroy every germ we saw while doing janitor work.

Rena H.: Now, just listen to the reverend.

Laura: As Miss Ray says, that's off the point. We'll not discuss that.

Pres.: Mr. Austin says that it is time to begin on the Senior play, and that if we aren't careful June will come and catch us napping.

M. Worsley: M. P., what kind of play are we going to give?

Isabel: I move that you appoint a committee to work this out, and I move you put me on some of these committees.

Pres.: We have thought of several; among them are, "A Thousand Years Ago" and "Pied the Piper."

Mary J: My lands, let's don't give "Pied the Piper." It's full of rats.

Pres.: I'll appoint a committee to select the play. We want a good one so we can make a lot of money.

Vivian (treasurer): We surely do want to make a lot of money, for we haven't much in the treasury. And while I'm up I want to ask the girls to please pay all their class dues, Liberty Loan Bond dues, Armenian Relief Fund dues, Red Cross dues, and the dues for the French baby.

Several Girls (all at once): Do I owe anything?

Pres.: Girls, hurry and pay all your dues, for later on there will be a lot more.

Reba: It's dues, dues, all the time.

Letha (laughing): There isn't any dues on sleeping in a bath tub—eh?

Ina: Madam President, I want to know about our seals.

Elizabeth W. and Dorothy J.: We, too.

E. Speir: Madam President, hadn't we ought to wait until later to see about our seals?

Pres.: Yes, because we can't have one if we have a condition on any subject.

P. Perry: Let's stop talking about seals if that's the case.

E. Hines: I can have mine for my condition is off.

Mary J.: Well, sure thing—if anybody has one, I am—Oh! That Math. I'm scared to death.

Ruth Whitfield: The same over here.

Pres.: All of you look at your records and see if your conditions have been removed, then we'll talk about getting our seals.

Isabel: M. P., arn't you going to appoint a committee?

Patty N.: Madam President, I want to know the names of all the

Seniors who have diamonds, so I can tell Miss Jenkins, and we can get the names in the Quarterly.

Mary Lee (laughing and blushing): I move we adjourn.

Vivian: Second the motion.

Rosa V.: M. P., before we go I want to remind the girls to come out Monday morning at 8:15 o'clock to help plant the flowers. Mr. Austin says the earth is thoroughly pulverized and fertilized and the seed bed is ready for the carefully selected seeds. He wants us to try the law of capillarity with our seed bed.

Mary Lee: M. P., I can't go Monday. I've got to go up town.

Ruby: And so have I.

Blanche A.: I just can't help, Monday.

Mildred Frye: I went up town every day last week, and I'm going Monday, too.

P. Perry: I'm going to have a cute old time Monday washing my hair.

Virginia S.: Madam President, Mrs. Beckwith has said for everybody to have spring cleaning Monday.

Mattie: Miss Jenkins has said for Martha, Rena and me to work all day long Monday on the Quarterly.

Addie: I'm bound to study; if I keep on messing around I'll flunk on those exams.

Mary Tuck: Can we go, "Bunkie?"

Blanche K. ("Bunkie"): No, you know what we've planned to do. Mary Johnson, don't you and Triplet (Lyda) forget.

Rosa V.: Well, sure thing, I can't do it all by myself.

Pres.: Girls, if you act like that Miss Davis will call you kangaroos again. Please all of you go out and help with the flowers.

Isabel: M. P., I think you'll have to appoint a committee.

Annie W.: M. P., I want to tell all the girls to have their pictures made. Have three different poses and we'll select the most beautiful one for the Quarterly. Miss Jenkins wants them next week, and she also wants any other picture that we think will be good for the Quarterly.

Lyda (to Blanche): Let's carry her John's and Penn's.

Glennie: I'll carry her Thad's.

Pres.: Any more business tonight?

Isabel: Madam President, I think we've had enough business. How 'bout you?

Pres.: Is there a report from the critic?

Critic: Madam President, I just want to say that Parliamentary law has been splendidly observed during this meeting, and the prospective teachers have shown true professional spirit.

Pres.: Is there a motion we adjourn?

Mary Lee: I move we adjourn.

Pres.: All in favor let it be known by going.

Lyda Tyson, '19.

Pictures

Pictures! Pictures! No end to pictures! We thought we would save time and money by having penny pictures made. Alas! I know we did not save time for every time I turn some one hails me, "Please pick out the best one in the row for the QUARTERLY; I do want mine to look fine." This is comical sometimes for I wonder if there really is a *best.* If Mr. Parker would only make girls look pretty, or rather their pictures, when he takes them! But poor man! He must feel he is in a "slough of despond" when he is constantly asked: "Please make my picture pretty"; I know he feels like saying, "Ispossible!" But he has too much regard for our feelings and only says: "Well, just smile a little and look at that spot; now lift your chin a little."

There are smiles that make us happy,
  There are smiles that make us glad,
But the smiles that Mr. Parker makes you give
  Always make you *mad.*

And that *little* spot grows smaller every minute until you feel like saying: "Just a minute, please, and let me go down and get a pair of spectacles—maybe I can see better."

Then when the pictures come—what sights! Of course everybody says: "That doesn't look at all like *me* and I'm not going to have them." The truth of the matter is, they are so much like us that we are ashamed to have them put in the QUARTERLY.

Poor old middy suits! I know some of them are almost worn out and I know if they could talk one would say to another: "I wonder what those silly girls would do if they had to sit and look at that spot as much as we do. I don't believe some girls have ever had their "mugs" transfered to paper before because they almost shake out of me when that picture man says 'ready'." Puzzle: Find the same middy suit a dozen times.

And then at last, through begging and pleading we finally secure all of the pictures. We know when the QUARTERLY is opened every girl will turn straight to her picture and say: "Good gracious! how dreadful! That isn't at all like *me.*" The results, good, bad, or indifferent, are here to speak for themselves forever! ANNIE WILKINSON, '19.

"As a Princess"

Well, here I am trying to express in words how I felt being a heroine, when my feelings were too spasmodic to keep in mind even at that eventful time.

The first day the play was read to the class, I said time and again, "I can't imagine what girl in our class is suited for the heroine's part, she is so unusually haughty and high-tempered." As a rule I settled the question by saying, "Woe be unto the poor girl that gets it."

At last the eventful day came to choose characters. Can you imagine the excitement? As the different girls mounted the stage and went through their trials and tribulations, trying to prove their dramatic ability deep down in my heart I felt that touch of sympathy that had never been there before. Just as all this was whirling through my brain I heard my own name. At that my heart gave a leap that put me in such a surprised manner that, really, I don't know how I managed to get on the stage as the others did. I read the part selected and took my seat, wondering what the critics were thinking. From the expression on their faces I was under the impression I did not "go over the top" in my little exhibition. Who was to be the heroine? Oh! What suspense! Several of us were being weighed in the balance. At last I was chosen. Shocked! Well, that might describe it, but it was so great that I could not decide whether I was dreaming or whether some cruel jest had been played on me. However, I soon realized that it was most assuredly neither. For living the life of "The Princess of Pekin a Thousand Years ago" was enough to make you wake up and stay awake.

My life as a princess might be described as a very unique one. After some rehearsals and certain criticisms were made I felt as though I would never be able to purchase a hat large enough. I went around feeling as though I was real Princess of Pekin until some one offered adverse criticism; then I felt quite the other way. It would seem to me then that this world had lost all charms for living.

This excited life went on but still more excitement. The arrival of the costumes did their bit in causing the life to be more real. I know it seemed as if the excitement was to its limit, but the final performance created more than ever. The wonderful night came! Was I scared? No, anything but that—I was living through some of the happiest hours of my life.

Imagine how I felt after having lived the life of a princess for one full month and then to have to drop down to plain work-a-day life of the twentieth century school. Blanche Kilpatrick, '19.

The Kangaroos

Edith R. Bertotti

The Kangaroos are a jolly good crowd,
They laugh and run and talk very loud.
Bunched up, here and there, they have a time
For their exalting spirit is at its prime.

They have studied hard and worked, 'tis true.
Some may wonder "Why the name, Kangaroos?"
Thought not a charming name to have had
It did not make a Senior sad.

Their name they have worn since 'twas bestowed,
With cheer and bright smiles, as they lightened
the load.
For the Kangaroo spirit is a good one to 've had,
For they've proved to all, they're not very bad.

A Trip to Australia by American Kangaroos

Why should a class of seventy-seven girls become so interested in Australia that they wanted to take an imaginary trip there when all they knew about the country was that it was a place where strange animals lived and trees shed their bark instead of leaves, and they thought was inhabited by negroes? You know girls are queer things any way, but we felt we had reasons for becoming very much interested in this continent.

When the Australian soldier-poet, Tom Skeyhill, visited our school we were surprised to see that a white man who could write poetry could come from this strange country. He read some of his poems and told us so many thrilling things about the way the Australians fought with our boys in this terrible war we became very much interested in him and his people and had a desire to learn more about Australia.

After much pleading we were allowed to go down town and hear him that night, and this honor was granted no other class. We were very much excited over this and we must have been in Australia in imagination even more than we realized because in our joy and excitement some of the girls gave vent to their feelings in such a way that a member of the faculty said we acted like "kangaroos." Since that time we have adopted that name and it always makes us think of Australia.

Since we had been fully convinced that all the people in Australia were not negroes and we had been called "kangaroos" we were so interested in that continent Mr. Austin let us study about it in geography.

He had a book which contained pictures of the animals, trees, houses, and people found in Australia. We were especially interested in the study of those queer animals, different from the animals found in any other country in the world.

The first thing we did in our study was to start with the one thing we knew and that was that Australia is surrounded by the Pacific ocean on the east and the Indian ocean on the west. We were surprised to find that this little continent is just about the size of the United States, not including Alaska.

We found it interesting to know that the history of this continent begins about the time of the close of our Revolutionary War when it was

used as a prison camp by England. Then about 1850 gold was discovered there, so people began to go to Australia in search of gold. After this other occupations naturally and gradually developed.

So today we find the leading occupations of Australia are mining, lumbering, wheat growing, grazing, and raising wool. We also find this continent is really a plateau having very few rivers and surrounded by mountains. The climate is warm and dry.

Another interesting thing we found in Australia is the cities. They are modern in every respect and the architecture is good, but one thing odd is, they are located for the most part in the northeastern, eastern and southeastern part of the continent and there is no other country in the world where as large a per cent of the people live in cities.

Besides these things in our study of Australia we found that it is different from the other continents in several ways; it is the only continent in the water hemisphere, it is the only continent wholly south of the equator, and it is the largest island and the smallest continent in the world. The chief defense we found for our ignorance was, it is really isolated from other continents and remote from world activities.

These are the things our interest, which began in fun but ended in seriousness, led us to learn in our study of Australia, the isolated and unique continent and the home of the soldier poet, Skeyhill and the "Kangaroos." Virginia Spencer, '19.

Breaking Into Teaching at the Model School Without a Model

Oh, with what great pleasure I was looking forward to my teaching at the Model School. I was always thinking of working and preparing my plans, and spent much careful thought on picking just the subject that I wanted. With what mingled feelings I responded when I was called to help take charge of the fifth grade, without a teacher. The Critic teacher and the Primary Methods teacher both had flu, and with no one to look up to I felt like some one thrown overboard that could not swim. The Christmas cobwebs had not been brushed from my brain, and there I found I had four subjects with not a single lesson plan made, and not a soul to hand one to. Why, I felt lost, for lesson plans was one thing I thought must be made before handling a subject.

Oh, how I did feel when the bell rang! This meant I must hold my own and face what seemed to me to be the most dreadful thing that I had ever tackled.

As the children came in eyeing me they began planning their day's program, and I, too, began planning mine, and I trust they will never know what panic was in my heart. I had several exciting moments during the morning managing the children.

Every now and then I felt as if I was losing my balance, and oh, such wishing for the Critic teacher or some one to call on, but I managed to brace myself up, trying never to give up to my feelings.

The most joyful sound to me was the lunch bell, and it did not ring one minute too soon. I felt a little relieved to think I was out in the open again. I was one of the first to get home for lunch, and relate my morning's adventure.

Although the afternoon passed very pleasantly and the work seemed to go along nicely, with the exception of a few little brats wanting to fight some. Again there had never been a bell that sounded so sweet to my ears as the bell that rang for school to close for that day.

I continued this work for several days, never letting the infirmary escape my eye, for I watched and hung around, trying to get help from the Critic teacher, and looked forward to the day she was to come out.

Now when I see applications for experienced teachers I think back on those days that I had experiences, and I feel as if I can fill the place, because if I have not the experience I don't know what one will have to do to get it.

ANNIE GRAY STOKES, '19.

Get Thee Behind Me

Sometimes our spirits are kept bottled up for so long that they get into a state of almost uncontrollable effervescence and we feel that they must have an outlet, but of course long practice has perfected us in the art of suppression.

Imagine how tantalizing when we go visiting for the worthy purpose of making sure that we have some assignment perfectly clear, for you know two heads are always better than one, and when we walk into the door we find several girls discussing the number of Seniors that are engaged. How we long for news, but when we think of the next day's work we silently turn away.

Wouldn't it be great if we could take a nap every day after lunch? But if we dare try it, on class, we are sure to miss some interesting point in the lesson, so we pay strict attention to every word that is said and make a perfect note book.

What a temptation to skip classes; we feel like saying. "In group work one will not be missed." But alas! somehow the gap is there and we are reminded that each gap pushes that coveted diploma further away, and we always fill the gap.

When we start down the hall during study hour just for a drink of water our very spirits begin to dance, and unless we are exceedingly careful our feet will follow, but, of course, we always walk with a light tread and nobody dreams that we have been tempted.

Annie Gray Stokes

Elizabeth Speir

Virginia Spencer

Vivian Sawyer

Leona Tyson

Mary Tucker

Lyda Tyson

Rosa Vanhook

Mamie Walker

Annie Wilkinson

Marie Winslow

Connie Woodard

Ruth Whitfield

Mary Whitehurst

Elizabeth Wagstaff

Ruby Worthington

Marie Worsley

Since men are so scarce, how delightful it would be if we could only go in the parlor and talk to that attractive young man who didn't come to see us but who we know would enjoy us because we are much more interesting than the girl whom he called on. But who can stand the fierce glances and the pinch on the elbow which that uninteresting girl is sure to give us?

This is a mere glimpse of the thousand and one temptations that are sure to beset any person who is putting all of her energy into walking in the straight and narrow way. Bettie Starr Howell, '19.

Entertaining the Glee Club Boys

On April 28, 1919, the Wake Forest Glee Club gave an entertainment at the Training School, under the auspices of the Senior Class. The boys arrived in Greenville on Monday morning with nothing to do all day but just wait for Monday night, till the time came for their performance.

We, the Senior Class, had planned to entertain the boys Monday night after their program. We knew that if we waited until that night to meet them, it would be rather formal and stiff, for there were seventy-seven girls to talk to twenty-six boys; it would have been a mere handshaking. We decided to begin early in the day, so that every one of the twenty-six boys would get a chance to meet everyone of the seventy-seven girls, for if a single boy should fail to meet one of the girls he would be heart-broken. The same with the girls. It was just a preliminary reception prior to the one to be had in the evening. It began at 3:30 o'clock and lasted until 5:30 o'clock.

By 3:30 o'clock all of the Senior class had fallen into a pretty long receiving line, and by 4:00 o'clock we had all met each other and were feeling "at home." Several of the girls played for us to dance. The boys danced quite a few new dances. The girls spoke of them afterwards as "Skimming" and "Tickle Toe." It was difficult for each boy to get to dance with all of the seventy-seven girls because by the time he had taught one girl to dance "his way" he would generally have an excuse to have to speak with Dr. Poteat a few minutes. "A hint to the wise was sufficient." We knew what that meant—it meant retire so another could take our place.

I heard one girl remark that she was very glad that they came because they broke her $9.50 pair of slippers that she had never before hardly been able to walk in.

When 5:30 o'clock came and no one suggested leaving, the fifteen-minute bell rang, no one left, and when the supper bell rang they had just gotten off of the campus.

Monday night their program was excellent. We had a full house and their program was so thoroughly enjoyed that it lasted longer than

expected on account of having to render so many encores. While we enjoyed the singing and playing, we knew what time we had, and the more they played and sang the less time we would have for dancing and talking.

In the hall of the Administration building was a piano, settees, table and chairs; in fact you could hardly distinguish it from a real reception hall. In the center of a room, decorated for the occasion, was a large Japanese umbrella, under which punch was served. It was here that we went first.

Some of us danced a little in the hall and a few, those that had known any of the boys before, especially if they had been corresponding, preferred sitting and talking. Between the dances and tete-a-tetes we were served delicious cream and cake.

It seemed we had hardly begun before Dr. Poteat was calling to the boys, "time to go," "time to go." The boys said, "Please, just a few minutes more; my, but we hate to go; this is the nicest time we have ever had." We hated to see them go. Oh, that they could return!

ISABELLE PADDISON, '19.

Being a Janitor

Oh! why did they ever give me this topic to write about! It seems as if I am to be continually reminded of the fact that I am a janitor, and am to be one until I leave here. Every one that comes in says what wonderful work we are doing as janitors and that we deserve so much credit for being ready to help. At every Y. W. C. A. meeting we are forever reminded that we are janitors and must do our work well to keep up our good reputation. I sometimes wonder if I wouldn't make a better janitor than a teacher.

The sewing room is a fine place to get your start for there you have to get on your hands and knees and pick up every thread and scrap that seems to have gotten caught in the somewhat rough floor. The squeaking of the machines as you roll them from place to place gives you a sensation that is hard to forget. And the sliding of the chairs seems to give a rhythm that could be obtained from no other source. Our favorite dust cloths are scraps found on the floor or an old handkerchief that we happened to find during the day. The dustpan is generally a letter received during the day or a test paper handed to us by some teacher. This seems to imply that we do not care much for our letters and test papers. We do, but we consider they are honored by being allowed to help.

After finishing our job we look at the room with an admiring eye and only wish that it would stay like this always. Now the problem is, who shall put away the brooms and empty the trash basket. After some

arguing we decide in favor of both going, for the "more the merrier." We work in pairs and what one does the other one helps to do, even if it is to rest on the broom.

After all is done how happy we are for we have completed our job and have had a jolly good time doing our duty. But I will always have sympathy for the sweepers and cleaners of the earth.

Seriously, I do think it has meant much to us in many ways. It has brought us closer together for one; for another thing, we have learned what it means to stick to a thing through thick and thin, and we have enjoyed doing it.

Mary Tucker, '19.

"Projecking"

At the end of the last term the Seniors became serious during the period taken up with *Community Civics.* For six blissful weeks without a book or any reference reading, we enjoyed the drinking in of this work. How did the idea ever spring up that anyone had to study unless she had a book to gather knowledge from? At the end of those six weeks we were awakened from the beautiful dream and found it a nightmare. Some of the girls wondered what good all this work would ever do them when it was their intentions to teach in a town. The girls who were from the country were very much interested and drank in the work quicker than the town girls.

It never dawned upon our minds that we would have to work up one of these problems, when all at once our teacher gave a surprise party and called for a list of community problems to be worked up by a teacher. The list when counted numbered 21. From this long list each was assigned one particular problem to work out for her own use. A new name was given to the piece of work—"A Project" now called.

For many days the Seniors wore long faces and carried questions on their minds. Well, how does he want these papers? How long does he want them? Can you tell me how to begin mine? Have you started your project? When traced down to the rock-bottom we were all "pdojec'in."

When I hear an old negro say "They were just 'projecking'" I will recall the projects worked up in the spring of 1919 by the Senior Class at E. C. T. T. S. and I will surely know what he means.

Rosa Vanhook, '19.

A Word From the Kitchen

Peace has come to us all and nowhere is it more fully appreciated than in the kitchen. For many were the substitutions for our good white flour, porkchops and delicious beef roasts. Now it is different. The war

has passed and the restrictions on food have been lifted. But the useful lessons of economy and thrift have been too well learned to be discarded. There is still great need of these lessons, for conditions of the world are such that we cannot go back to the wasteful methods prevalent before the war. The skill that enables a woman to conjure a tempting and nutritious meal from inexpensive materials is, indeed, an art to be courted by those who make menues and serve meals, and no one can do more in spreading this good work than the "live wire" teachers this institution is constantly sending out.

Until this year the girls have had cooking lessons in their Senior year and sewing in their Junior year. This year it has been reversed, partly for the reason that the Seniors might have an opportunity of making their own graduation dresses. Two of this Senior Class made the Junior year during the summer terms. They therefore had the sewing in the Junior course and cooking in their Senior year. I am one of these. We also had part of the required cooking. In the summer there are fruits and vegetables to be canned, and the summer students get the advantage of this. Thus I have had practically every type of cooking lessons given in the school.

In the spring we get our heads together and plan breakfasts which we serve. Later on we plan and serve luncheons. Two girls give the breakfast or luncheon one week and two other girls the next week. We may invite three friends. These guests are drawn from the faculty, students, and friends from town. All the guests seem to enjoy these occasions. And I am sure the Senior guests can appreciate it even more than the others, for her experience behind the scenes is still fresh in mind.

LILLIE HEWITT, '19.

So Near and Yet So Far

A town girl who goes off to school in her own home town is placed in quite a different position from the girl who lives in one town and attends school in another. Her experiences are altogether different.

When I entered the East Carolina Teachers Training School in the fall of 1917, little did I realize how much I really was coming off to school, for I am so very near home and yet so very far away.

I think I have the honor of being the only Greenville girl who has attended school here throughout the two years and has boarded right in the dormitory.

Since I do live here in Greenville few people understand just why I am boarding over here. When I decided to come over here and take this course I also decided to board here. One reason for my decision was that I had never experienced dormitory life at any time anywhere.

I came over here from home on a car, while my schoolmates came to Greenville on the trains, and from the station up here in various ways.

I must say here, I missed that part of a school girl's life, the going and coming. Otherwise I think I have gotten my full share of the life right here in the school.

After just coming out of High School and from home over here it was quite hard for me to get, I might say, adjusted to the surroundings. The second day after my arrival here I decided that I would go up street and learned that I would have to "get a permission" to go up the street—right here in my own home town. I soon learned that I was under the very same restrictions that the other Training School girls were and situations soon became very clear to me.

After I had been over here a few days one person expressed my situation to me by saying, "You had just as well be in Raleigh as over there, so far as your being at home is concerned, hadn't you?" Well, in one way I had, and in another I hadn't. Sometimes this place seems a little world of its own, to me, and again it seems what it is, a part of the world.

Mary Hart, '19.

Commotion in the Sewing-Room

Why did the sewing class cause such commotion this year? Dressed up Seniors may be able to answer this.

"Oh, I am going to have this machine."

"What are so many long tables for?"

"Oh, how hot it is going to be to sew during May"

These were some of the many things that were said just before the beginning of our first lesson in sewing. Just preceding this you would have thought something terrible was going to take place. The girls were running from every direction trying to get to the sewing room and get a machine before they were all taken. Every machine was ready for work except threading and this would have been done if the girls had had thread. They were discouraged when they realized that they did not have the material with which to begin work. The girls were so anxious to sew that they had forgotten that they had to have material.

The garments that were required from the class were as follows: Camisole, petticoats, a gingham and a graduation dress. How many extra dresses have they made?

The greatest task of all was making the gingham dress. It seemed to the girls that every stripe that had been made was in their material, and of course every stripe and plaid had to hit exactly. As hard as it was to make stripes and plaids hit there was something else about as hard and that was knowing how to place the pattern on the material. L. T. tried to place her pattern but did not succeed. She at last called Miss S. and asked her what was meant by that long word "perforation."

N. H. cut two dresses before she cut her dress correctly. At last R. H. said that she knew how to save material. She sent the first dress home

to her mother. She told her mother to make her father an old rose poplin shirt.

When each girl had cut her dress it was a still greater task to make it. After P. P. had basted up her skirt and was ready to stitch, or at least she thought so, she said to Miss S., "What is wrong with my machine—it will not sew?" Miss S.'s reply was, "I do not blame it—I would not sew, either." She had not threaded her machine. M. H. did not know how to sew up her skirt. While Miss S. showed her she said, "I know my mother is going to be proud of me." The girls laughed and said, "Yes, of course she will be." The girls had never heard of but one kind of placket until they began taking sewing lessons; that was not so bad, but S. C. did not know whether to make it at the top or the bottom of her skirt, so she made the placket in the bottom.

This made the girls laugh because they thought every one knew that the placket was always made somewhere at the top of the skirt. M. M. decided after she had made the waist to her dress that she would try it on. She thought probably she could save time and work. When she put on her waist it was so long that she looked down to see if she had not made a mistake and put on her skirt. All of her work was wrong and she had to make another waist. There are always a few who think they know more than anyone else. For instance, R. H. made a white waist without asking any information at all. When she had completed it she said to Miss S., "Do my sleeves look as if they are put in right?" Miss S. said, "No; how did your pattern say to fix them in?" R. H. said, "It did not say." Miss S. replied, "Why it certainly did, R.; read it again and see if it does not." R. still contended that the pattern did not say how, so Miss S. asked R. to see the pettern. R. handed her a pattern cut from newspapers.

The girls were to wear their dresses the first day of May. It seemed that there was more noise on the halls the night before the first day of May. Miss B. found that it was the Seniors preparing to put on their new dresses next morning. It was raining next morning but no one knew it until they started to breakfast. The Seniors could be seen running in all directions trying to keep their dresses from being ruined.

On the following evening Miss B. noticed more unusual noise. She decided that she was going to locate it. She learned that it was the Seniors putting their new dresses in their trunks.

When the gingham dresses had been completed each girl had to make her graduation dress. There was more excitement then than ever. Each girl had to contribute a nickel with which to purchase the patterns, and when the patterns had come two girls had to use one pattern. Some of the girls were afraid that some one would take all the period to cut a waist. By being excited a few of them cut their waists too small. When some of the girls purchased the material for their dresses they thought

that they were among the smallest in the class, but after cutting their dresses they found that they did not have a sufficient amount of material.

After many of the girls had completed their skirts, B. K. became excited because her's had not been tucked. She hurried and tucked her skirt, but when Miss S. came around it was not right. B. K. had to take it out and what do you suppose she did? She cried. She asked R. H. for a handkerchief, but she did not have one, so B. K. used the hem of her dress.

The lady who hemstitched the dresses said that the work done by the Senior class was done beautifully and that she liked to hemstitch the dresses.

Besides learning how to sew in order to be able to make their own clothes, the girls have also learned that they can take in sewing and make enough money with which to purchase their clothes. For instance, M. T. received a letter from her grandmother saying that she had some sewing for her to do this summer. Several of the girls are contemplating being dressmakers this summer and teaching sewing the coming winter.

If you do not believe that the girls of the class of '19 can sew wait until the fourth of June comes, and look at those wonderful organdy graduating dresses. Katie Lee McLean, '19.

From Across the Way

I am in a position that no other Senior has ever had. I live just across Fifth Street. My window serves as a watchtower. I see things going on that no one else has ever seen or any of the girls ever thought any outsider ever saw. I guess I had better go on thinking and say little, for some girls would take me off to one side and I would be sorry I ever opened my mouth. But there are a few problems I would like for some one to solve for me:

I wonder why some girls always sit under that little sycamore tree that will only come to your waist, instead of going over to all that nice shade just behind the buildings?

In the mornings, about 7:30, I see large groups of girls going leisurely over to breakfast, I suppose, and in about ten minutes later I see two or three girls come running out of the dormitories, one holding her hands to her head, while the other is pulling at her waist, and the third is rubbing her eyes. Why, I wonder?

It doesn't matter at what time of the day I look out of my window I see girls sitting at the front windows. I wonder if they sit at the windows facing the back of the building, too. I sometimes like to know if they sit at the front windows so they can look at me. Oh, no, it is something more attractive—Mr. Wright's home, I guess.

About once a month I see girls coming from lunch with bags. I wonder if it is that Mrs. Jeter has given them more for lunch than they can

eat and they don't want to leave it, so they ask for bags to put the remainder in, so they can eat it in the afternoon.

Every afternoon after dinner the girls walk up and down the campus near the street. Is it specific gravity or what that seems to draw them this way? These are just a few of the things I wonder about but I just go on thinking and wondering. MARY WHITEHURST, '19.

Being Chased by "Flu"

Last fall, during the "flu" epidemic, we, who did not have it, had a most thrilling experience, but I believe mine was unique.

After the infirmary was filled to overflowing the question of where to put the new patients arose. The east wing of west dormitory was finally selected. My room was most convenient; it was just across the hall from the bathrooms where water flowed abundantly. On account of this it was chosen as a diet kitchen. Of course this meant that I would have to seek other quarters.

I took up my bed and walked upstairs to room 54. This was on Saturday afternoon after three-thirty; before six o'clock I had moved to room 56, because 54 claimed she didn't have the "flu" and had a right to her own room.

Owing to the scarcity of help the "blessed few" were called on to help. Our duties consisted of serving and washing dishes. As a compensation for being moved so often I was made mail carrier, and it was certainly a great pleasure to take the girls their letters from home and friends, as their faces always took on a brighter look when I handed them these letters.

We had lots of fun serving the convalescents. Whether we carried them toast or ice cream they always begged for an extra serving and *sometimes* they received this.

Monday morning I migrated from room 56 to room 74 where I lived in peace for two whole days. But I was sure I would have to move again soon as this hall had become a convalescent ward. I next moved to room 85 and as there are only 99 rooms in that dormitory I thought surely I'd rest in peace until room 2 was again mine. I had only been there a few hours when I came in from lunch to find the room occupied by one of the convalescents, who, I later found, had dismissed herself without permission. I then moved to the end of west dormitory to room room 99, the last of all, this was—the end of my wandering. It really seemed as if I was a little paper boat being swept down the gutter by the water touching first one bank then the other.

After several weeks I finally moved back to my own room. It took several days after the refrigerators, oil stoves and dishes had been moved out before the odor of chocolate and scrambled eggs disappeared. Oh,

(1) Company "C", Class of 1919; (2) Quarterly Staff; (3) Basketball Team; (4) Tennis Champions; (5) Poe President; (6) Class Presidents for the Four Years; (7) Senior President; (8) Lanier Society President; (9) Planting the 1919 Tree.

how I do wish that the big bucket of oranges had been left in my closet! I can say what no other girl besides me and my "bunkie" can say, "I wish some of the relics of the 'flu' had been left in our room."

So ends the chase, but "Mr. Flu" gave up in despair as he never caught

Mildred Frye, '19.

A Jumble of Odds and Ends

The most "terrible," the most "upsetting," the most "unusual," the most "exciting," the most "changeable," and certainly the most interesting year in the history of the Training School is about at an end.

We knew for four years that the school year 1918-'19 would be the most exceptional and best, because we would then be in the lead. We do not care to take the blame for all the bad things, but we would remind you that many good things have happened, due to us. The Nineteen-Nineteen class is almost ready to bid the Training School good-bye, and we modestly think we are the strongest, most loyal, most patriotic class, and we know we are the largest class that has ever finished at E. C. T. T. S.

The first week of school about five girls picked up the "flu" from somewhere, as that was a very fashionable disease; the rest of us were so anxious to get in the fashion and so sympathetic that about one hundred and forty more fell victims. The faculty members were not so anxious to keep up with the fashion so they were our nurses during the epidemic. The Seniors who were to teach at the Model School in the fall term and who had the "flu" were almost crazy because they could not get there and put into practice at once some of those original ideas about teaching they coined during the summer, plus that good Primary Methods they had the last term they were Juniors.

After the "flu" sweep Mr. Wright gave us a very interesting new idea, this—if you stick to your post of duty from now until exams you will come out in the end with 1's and 2's. Of course we did. The only suggestions given us by Mr. Wright about Xmas holidays were: have a good time; eat all you can, but don't kill yourself; don't take your trunk home; don't bring back any diseases as souvenirs; be careful about how you dress and don't take cold, and, by all means be back here and ready for work the second day of January, 1919. With these suggestions we went home. From the trunks, diamonds, bad colds, measles, mumps, and various other things that rolled in here, and not on January 2nd, I am afraid what Mr. Wright had said went in one ear and out the other still faster. No place for it to stick as the whole space was taken up with the thoughts of happiness after we got home.

After Xmas the faculty decided that it was time for them to get in fashion, so six of them fell victims to the influenza. Four of them were Model School teachers, so you can imagine what a happy time we poor greenhorn teachers had with those children at the Model School.

We have had this year all sorts of good things, and among those good things are plays, debates, entertainments, lectures, and visitors, and some of the visitors we have had are Captain Cotten, Dr. McMurry, Mrs. Bickett, Tom Skeyhill, Colonel Minor, Dr. Birckhead, and Dr. Brooks. Some of these visitors have talked to us and some of them have just taken a meal with us, and some have done both, and these are the ones that somehow we are the most interested in, because when they speak and eat with us we find out more about them; therefore we like to have our speakers eat with us. It makes them seem so human.

I wish you could have seen the Seniors getting ready for Mr. Wright's reception. The day the invitations came was the day that borrowing began. They borrowed everything conceivable, from evening dresses down to nail polish. By the time the lights went out that night the Seniors had tried on every evening dress in school, trying to find out which one looked best on them. The night of the reception they all had on their best looks and sweetest smiles, even though some of them did have on borrowed shoes that were killing their feet, and some new ones that were equally as bad. To some of us it was more interesting than to others, because we had been here long enough to hear three Senior classes before us tell about what a good time they had, but we know that we had the best time any class has ever had. A lady from Norfolk came and brought her 'cello to play for us, and this has never happened before.

The Wake Forest Glee Club gave a concert here and the Seniors were given the honor of entertaining them after it was over. There were twenty-five fellows and seventy-seven Seniors, so it was who shall and who shan't, and somehow I think every one of those that were so fortunate as to get one made a hit, because the mail here has been overrushed with *one* letter from them.

The day the tank came it was worse than a fire. It caused some girls to get exercise by running after it, that had never had any before except walking the streets. It actually stopped classes for half of a period. Now you know it was great because nothing else can do that except three bells.

The whole year seems to me to be a mixture of influenza, measles, tanks, speakers, debates, entertainments, and work, but still one glorious jumble.

LOIS HESTER, '19.

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THE SUMMER SCHOOL 1919 MODEL SCHOOL BUILDING

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Opportunities and Duties that Confront Teachers and Obligations the State Owes Them

Hon. Victor S. Bryant

Commencement Address

THE temptation is great to change my purpose, and talk on some subject that is attractive. Always the idea prevails that commencement is a holiday. The temptation to forget the real purpose of the hour is great; one would like to spend the time in the garden and hedges, or in the beautiful meadows or going out into the fine forests or into the fields where corn and tobacco are hastening on their way, particularly a year like this, when the world is weary of problems and wants to go out into the open for holidays.

There is another temptation, and that is to discuss questions of statecraft, changes in the policy of the nation. Thoughtful people realize that suffrage is about to be cast upon woman, great problems are about to be cast upon them. Soon they must take part in questions of government. Our nation has followed a policy of isolation and has boasted of it. Wise statesmen taught us to avoid entangling alliances, and they were wise in their day and time. Many thoughtful men have been trying to show that we should follow their advice. Many regretted the Battle of Manila and the part we took in the Philippines. But times have changed. In the past five years we have made more progress than was made in ten centuries in some ages. There has been more growth in the past few years than in some full centuries. The old question of isolation had to be thrown away and now the isolated nation is leading the world, and its President is now one of the heads of the world, whether yesterday's thought was wise or unwise. The acceptance of the League of Nations means the leadership of democracy.

The very instrumentalities that have made us great have placed new responsibilities upon us. These are all attractive subjects. But, believing as I do that Education will play a more important part in this crisis than in the past, convinced as I am that teachers are more responsible for the success or failure of education, I prefer to talk shop, to talk of conditions that confront us. My subject is the opportunities and duties that you teachers owe the state and the obligation the state owes to you.

The close of the war finds a period of unrest. In proportion as the war was greater than all other wars, so is the unrest greater. Bolshevism, anarchy, revolution, and a whole brood of dangerous *isms* are to be faced to day in Europe and we have not altogether escaped. The reasons that we in North Carolina are not suffering from the evil effects of the war are these: we are farther from it, we were the last to enter it, and our shores are distant. Furthermore, we have not seriously suffered by loss of men. Our greatest burden has been that of expense, but we have not and will not escape entirely the unrest. The sending of the bombs through the mails and the effort to take the life of the Attorney General brings home the fact that there is danger.

North Carolina is fortunate in one particular, and that is that only a little more than one per cent of her population is foreign born, and this being free from the foreign element is the reason we are free from unrest. We shall have to face a change, however. North Carolina has lost the labor that many believe the best labor for the south. They have gone and left vacancies in domestic service, farm labor, in the factory, and this negro exodus will force foreign labor here, and that means a foreign population. The desire to make money and the necessity for progress makes labor necessary, therefore we must either bring the negro back or bring others in to take his place. I have no faith in our ability to bring him back. This injects into our problem one of the great problems left by the war.

The leadership of the nations is cast upon us as an inevitable result. The causes of the war are undefined. We have been taught it, and there is the feeling that it was, a fight between autocracy and democracy, a fight to destroy the one and establish the other. Democracy has become a world policy. If democracy is not really triumphant the fight is not done.

You cannot have an intelligent people without an educated people, and North Carolina is not an educated state. Some of us have heard it so long we are somewhat sore over the castigation. Governor Aycock was one statesman who saw it. We may understand conditions and excuse them, but we cannot deny them. Conditions in reconstruction days made it impossible for us to advance. We were poverty stricken, numbers of our best were buried, others had come home wounded, people were too poor and the State was too poor to provide education for its children. We are not dealing with excuses except as a balm to feelings.

The real situation, despite all progress, is that we are still an illiterate State. That is why the work of the teacher is of the greatest importance. Review briefly the situation. I went to the office of the State Superintendent of Public Instruction for some figures to check up by them some statistics of the year 1905. The figures today are

not very much better. Then there were ten per cent of school age not entering school. Of three hundred children in an average community in North Carolina, only thirty reached high school, and only three finished high school. Of the three that finished only one entered college, and less than one-third of these graduated. This means that of 300 only 270 get in the preparatory schools. The figures I have just secured from the superintendent's office vary only slightly. Of 200 children, only 100 pursue their studies to the fifth year, twenty enter high school, only six finish the four-year high school course, only three enter college, and only one graduates.

A few strong men are very useful, but do not make a strong country; a few healthy men are desirable, but do not make a healthy race; a few virtuous men are a great asset, but do not make a virtuous community; a few moral men are a necessity, but they do not make a moral country; just so a few educated men and women will not give you an educated community and a few educated North Carolinians will not make an educated state.

Members of the legal profession testify to the fact there was an astounding number of young men who could not fill out their questionnaires, and could not even sign their names. Staring the facts revealed by the questionnaires in the face, we cannot claim to be an educated state. An uneducated community is hardly a safe community; an ignorant community is hardly up to the measurement of self-government. This is the situation, and the conditions cannot be improved without teachers. The picture I have drawn is an ugly and dark picture.

There is another picture. The field has been plowed. Much work and great work has been done. North Carolina has, and has had for many years, great educational leaders who have known and understood the situation and have been arousing public sentiment. The venerable gentleman whose picture is on my right, Governor Jarvis, led the fight in the east for the establishment of this school, and better training of teachers. Leading educators have led the way—Joyner, McIver, Alderman, and, added to these now, are Wright and Brooks.

The best thing to know is to know that you don't know; then one is hopeful. That is the first thing that was necessary. The next cause for hope is that we are now *able* to educate. The closing of this war is unlike the close of that other war. Our ability is unimpaired and we are prepared to compensate. In the third place, the field that has been plowed is now ready for the sowing. No work that has been done in North Carolina is so great as that done by the great educational leaders for the past thirty years. Up to the time of McIver it was dark; up to then educated men went away from labor to the professions; the boy from the farm was educated away from the farm. People were startled by the expression from Dr. McIver, "The education of women

is as important, if not more so, than the education of men. When one educates a man he educates only one, but when you educate a woman, you educate a family." North Carolina arose and established the Normal. Then others followed. The pendulum has swung so far that some one has said we are overlooking the boy. If so, it will swing back. The sentiment is so strong and the tide so swift that nothing can stop the interest in education. The proof of this is in the determination to enforce the acts of the legislature. Such is shown by the legislature of 1919. For many years a requirement for a four-months school has been on the statute books. Although hoary with age, and put there by wise men, and wise men knew it was there, there were many schools in the State that did not have it. There were some districts where there was no school at all, and some found that did not run more than one month. Men elected to office ignored the law because they feared public sentiment. The Supreme Court did not enforce it. Wise statesmen made it possible to ignore it. Under the lead of the educational forces, a sentiment has been aroused until the Supreme Court has construed the same law as a mandatory law. Taxes were levied and collected for four-months schools. A few feared the results, but educational enthusiasts in North Carolina were working from bottom to top, meeting farmers under trees in groves, and getting near the people everywhere, until now there is a change. The six-months school law was written in party platforms, was submitted to the votes of the people, and was carried by a majority of 100,000. In Avery County there was only one vote against it, and that man explained his vote by saying he was dissatisfied with local conditions. This will not remain a dead letter law. The legislature of 1919 in sixty days found its chief purpose and duty to respond to the sentiment by furnishing the machinery. This is of great significance especially at a period when men thought we were in the poorest condition to do anything.

Of the one hundred and twenty men in the House and fifty in the Senate there was only one who opposed it in any way, and that one merely thought that the time had *perhaps* not yet come for action. He was an old man, hence cautious, and when his proposal for postponement came it was met with a storm of disapproval.

Indulge me for a few moments while I, as chairman of the committee, explain why there was any doubt about the machinery. The chief danger the men found in trying to work out the scheme, in trying to write the law so that it would be a state-wide law, was this: there were two ideas, one was local, the other State; that is, should the State bear the burden, or shift it on to the county. There are some small counties that are very wealthy because they have large wealthy towns in them, and some large counties with little wealth. Durham and Dare illustrate these two extremes.

In Dare the taxes would be almost confiscatory. It was nothing but right that Durham should help Dare. There was a fight inaugurated by the superintendents of city schools. They saw a chance to lengthen the term of the city schools. The decision was cast upon the chairman and the committee had to decide between the policies. There was no doubt about the stand. It is not a local policy but a state-wide policy You cannot draw the line; if there is any system to make it even wider, it would perhaps be wiser, but the State boundaries are the largest boundaries possible. The education of the Dare boy is as important to the large towns as the education of the boys in these towns. He may be needed in the towns. Who controls the positions in your city?

Leaders, in the church and state, more often come from the country than from the city. Even from the standpoint of self-interest, there is only one sensible thing to do; from the broader standpoint there is only one thing possible. It is unsafe and dangerous to leave either the city boy or the country boy uneducated. Therefore, the law enacted by the legislature was based on a state-wide policy. It provides for every child in the State longer terms, and for the teachers better salaries, hence for the schools better teachers. Public sentiment in North Carolina is so thoroughly aroused that this law will work.

The question of the teachers' salaries must receive especial attention. You and I, citizens of North Carolina, are responsible for the kind of teachers we have and in order to get the best we must pay them well. Men who vote and women who are going to vote, must pay them better salaries. The situation demands fewer flowers and more facts, for it is a stubborn situation we are facing. The training of the child is the most useful thing to the State, the work, perhaps, the greatest of all, but are we treating it as if it were?

Here are two advertisements that appeared side by side in a journal: "Wanted—a barber, wages $30 a week." "Wanted—a teacher of Latin, mathematics, applied science, English literature and the branches, salary $65 per month."

The *Literary Digest* has been spreading abroad the following startling but significant, stories whose truth is vouched for:

"In a certain town of Illinois, for instance, the average wage of fifteen miners for one month was $217, while the average monthly salary of fifteen teachers in the same town was $55. In another town a miner, who, by the way, was an enemy alien, drew more than $2,700 last year, while the salary of the high school principal in the same town was $765. We welcome with all our hearts the long-belated recognition that is being given to the man who works with his hands. We believe that this same workingman will be the first to join with us in asking better pay for those who teach his children.

"No wonder there are fifty thousand vacancies in the teaching forces of the schools. No wonder the ranks are being filled with weak men and with immature women who merely use the profession as a stepping-stone to something better. No wonder there are thirty thousand teachers in the United States who have had no schooling beyond the eighth grammar grade. Small wonder indeed, that seven million of our school children are being trained by teachers, mere boys and girls themselves, who have had no professional education whatever."

The city of Durham boasts the finest school in the State. The janitor, who, by the way, is a very nice colored man, receives more pay than most of the teachers. Some of the teachers are receiving less than the scrubwomen.

We are going to change this in North Carolina. We have the best raw material to be found anywhere, and we can turn out the best products of manhood and womanhood in the world if we will. Many leaders of the nation have gone out from North Carolina. We have cause to feel proud of such lawyers as the Fullers, and Junius Parker, of such educators as Alderman and Henry Louis Smith, of a number of doctors of great reputation and of leaders in other professions and in business. There is an abundance of raw material, but it must be made up into a more finished product, and this is the work of the teacher.

There was a meeting on Olympus of all who claimed they served humanity. Jupiter was presiding. The judges were to decide who was the greatest. All came, one by one. The lawyer presented his plea for justice; the physician told of his healing art, the minister of his moral truths, the farmer showed the products for feeding and clothing the world. Jupiter observed an old man standing at one side and asked him what his claims were. He answered, "Nothing, all these are my pupils. I am their teacher, I came today to watch them as they presented their cases." The judges with one consent, awarded the prize to him. The application is beautiful.

Young women, you are called to this field of service. The work you are starting out to do is to be compared only to the work of the man of God. The field is perhaps unequaled anywhere else in the world. You are fortunate indeed in being called to this service here and now in North Carolina.

Now that I have shown you your field, do you realize what lies before you? Fathers and mothers are entrusting body, soul, heart, and brain of their children to you. All depends upon the method in which you discharge your duties. If you do your duty well, then the illiterate father's child on the seat by the millionaire's child will go out equipped with the same ideas of the duties of citizenship, and together they will make a new world.

Take the little child and make him what you will. You and I as citizens of the republic cannot long shirk the situation. Teach him

the things men and women should be taught—to reverence religion, to hate infidelity and wrong and love right. It is yours to send them out strong in character. The raw material is in your hand. The hope of the nation is in your keeping.

Take the raw material and use it, train it, equip it, give them opportunity, and the men you turn out will lead here and elsewhere and will enable us not only to take our place in the lead of our own nation, but to take the lead in making the world safe for democracy and to make the world that which Providence divined it to be.

*The Emergency in Rural Education**

Prepared by J. Y. Joyner, *Chairman of Committee on Rural Education, N. E. A.*

THE MAGNITUDE OF THE PROBLEM

OF the total school population of the nation 58.5 per cent is rural. In many distinctly agricultural states, a much larger per cent of the population is rural, reaching as high at 80 per cent in the group of agricultural states known as the "Southern States."

A reliable authority estimates that five-sixths of the ministers, six-sevenths of the college professors of the entire country, three-fourths of the men in authority in city churches, and about the same proportion of the influential men of affairs in the city—merchants, manufacturers, bankers, lawyers—were born and reared in rural regions. Twenty-six of the twenty-seven presidents of the United States were country boys.

While this may be an exaggeration, it is sufficiently in accord with past and present observation to indicate that the city is largely dependent upon the country-side for the renewal of its population, for its leadership in all lines of business, commercial and professional, for its civic righteousness, for its spiritual guidance, for the preservation and perpetuation of the best in its civilization. Truly has Emerson, the great American phiosopher said, "If the cities were not reinforced from the fields they would have rotted, exploded, and disappeared long ago."

From such evidence, the supreme importance of rural education is apparent. In the light of such facts rural education must be recognized and dealt with as an urban as well as a rural problem, as a national as well as a state and local problem.

THE PRESENT STATUS OF RURAL EDUCATION

The following is a conservative statement of the status of rural education in the nation, based upon the most reliable available sources of information.

1. The average annual school term of the rural school is 137.7 days; 46.6 days—more than two months—less than that of the urban school and considerably less than that of most of the European countries.

2. Fifty-eight and one-half per cent of the total school population and 62.3 per cent of the total school enrolment is rural, but only 45.5 per cent of the total annual expenditures for teachers' salaries in the United States is for salaries of rural teachers. The rural teacher's salary, therefore, is much less than the average salary for the entire country, less than the salary of the urban teacher, and less than the salaries of teachers in most European countries.

*Reprint from N. E. A. publication.

3. About 80 per cent of the rural schools are one-teacher schools with required instruction in seven or eight grades, with from twenty-five to thirty-five daily recitations, with an average recitation period of from ten to fifteen minutes.

4. About 2.3 of the rural school teachers teach not more than one year in the same school.

5. Practically all the one-teacher rural schools, and a large majority of the other rural schools, are taught by teachers without professional training. Thousands of these teachers, perhaps a majority of them, are without even high school training; many of them are inexperienced boys and girls from sixteen to nineteen years of age.

6. Illiteracy is twice as great in rural as in urban territory, and three times as great among children of native-born parents as among children of foreign-born parents.

7. Forty states have county supervision of rural schools by county superintendents, 82 per cent of whom have no assistance of any sort in supervision. The average number of school buildings per county under the supervision of the county superintendent is 84, the average of teachers 132.

8. Only a very small percentage of country boys and girls have any opportunity for high school instruction. Comparatively few of them ever complete the elementary grades.

9. With only a few rare exceptions, the courses of instruction in rural schools have no relation to the special needs of the rural community and are without any correlation between the indoor studies and the outdoor life. They do not include nature study, agriculture, household economics, or other subjects especially adapted to the needs of country life and to vocational preparation therefor.

10. The schools are generally poorly equipped in buildings, grounds, furniture, and apparatus.

RURAL EDUCATION A NATIONAL EMERGENCY

This statement shows the rural schools to be sadly deficient in the chief essentials of efficient schools—terms, teachers, buildings, equipment, supervision, organization and administration, courses of instruction. This condition of rural education constitutes a national emergency and demands the fullest cooperation of community, state and nation for its immediate relief. The task is too great and too difficult to be performed successfully without federal support.

In a democracy every child is the community's child, the state's child. The obligation for his proper education for the greatest service to community, state, and nation is, therefore, a threefold obligation to be equitably apportioned among them. More than half the nation's children are enrolled in rural schools taught for a short

period of years by untrained, poorly paid, peripatetic teachers, in poor buildings, poorly equipped. *The safety and strength of a democracy are determined by the intelligence and character of the masses of its people.* Civilization is no stronger than its weakest link. Manifestly the weakest link in the chain of the nation's education and civilization is the rural school. It must be strengthened, let the cost be what may. It is the task and the duty of the nation to do its part in strengthening the rural school. Rural education presents the greatest problem in American education. The rural school must be made adequate to its task of educating properly the rural population. *If the rural school fail, rural civilization will fail; if rural civilization fail, American civilization will fail.* To make the rural school adequate to its task will require the expenditure of much larger sums of money than heretofore—larger than most of the rural states and communities alone can provide—and will necessitate much costly and difficult redirection and readjustment of its work.

READJUSTMENTS IN RURAL EDUCATION

The content of any course of instruction should be determined by the purpose of that course. In rural education, one main purpose of instruction should be to prepare country folks to make the most of and to get the most out of country life and country things for themselves and for others; to make life in the country as profitable, as comfortable, as healthful, as beautiful, as joyous, as satisfying as life anywhere, that country folks may love it more and be more content to live it. The course of instruction in rural schools should be adapted, therefore, to the special as well as to the general needs of the country people and should give a knowledge, and appreciation, and a mastery of country things and country environment. The fundamental needs of country folk, of course, are the fundamental needs of humanity, economic, social, and spiritual, but the material needs and the means of supplying these are so different in the country from what they are in town and city, and the specific needs of country and city life are so different as to necessitate differences in the courses of study, in the types of school, and in the training of teachers.

RURAL EDUCATION MUST MINISTER TO ECONOMIC NEEDS

The chief sources of the wealth in the country, and for that matter, in the world, are soil, plant, and animal. The chief business of the country is farming. The economic needs of the country and of the world must be met by the wise and intelligent handling of these fundamentals. The efficiency of farming depends upon a knowledge of these and of the means of handling them most intelligently and profitably. Yet such has been and is now the inefficiency of rural education that the farmers who live closest to these greatest sources of wealth often know least about them and get least out of them. The majority of our

farmers have been getting enough out of them to supply the bare necessities of the meagerest life and have therefore had nothing left to contribute to the wealth of the community, or to supply good schools, good churches, good houses, and other necessities for the intellectual, social, and spiritual needs of the community. The need was never before so great to teach the country folk how to make the most out of these three great sources of wealth—soil, plant, and animal. The kindly old Earth, the mother of our race, alone can heal the material wounds of this world-wide war and repair its awful waste. The times call for greatest emphasis on rural education upon preparation for increased production and conservation of all of these elements of wealth.

Should not country boys and girls be taught in country schools by teachers prepared to teach them the simple principles of soil conservation, of fertilization, of tillage and drainage, and their practical application to efficient farming? Should they not be given a knowledge of plant life and of its adaptation to soil environment, and of how to grow plants and to handle them most profitably? Of animals, how to keep them, how to care for them and how to get the most out of them? How much time does the country school give to the study of these—how much does the country teacher know about them?

Health, food, raiment, shelter—these are the elemental needs of life everywhere. They are more easily supplied in the country than elsewhere and yet, on the whole, more poorly supplied there. How much does the country teacher know about these essentials? How much does the country school teach about them? Sanitation, food selection and preparation, canning, sewing, dressmaking, millinery, home-making and decoration should have a place in the education of the country girls in the country schools.

You may cry "Back to the Country," "Stay on the farm," "Stop the Disastrous Drain of the City upon the Best Blood of the Country," but until you teach the country boys in the country school and home how to make money out of soil and plant and animal by better farming and better marketing, to command in the country the modern conveniences of life and to break up its isolation and barrenness; until you teach the country girls in the country schools how to save and to use the money to make country life and country homes as comfortable, as healthful, as beautiful, as attractive, as sociable, as life and home anywhere else, your cry will be all in vain. Good houses, good churches, good schools, good roads, good vehicles, good clothes, modern conveniences and all other things that reduce drudgery, break up the isolation, add to the sociability, the comfort, the beauty and attractiveness of country life cost good money, and the country boys and girls must be taught in the country schools how to make it out of soil, plant and animal, and how to use it for the enrichment of country life. Ninety-five per cent of these boys and girls never see the inside of any other but the country school.

RURAL EDUCATION MUST MINISTER TO SOCIAL NEEDS

Rural education must minister not alone to the economic needs of country life. Through bread-and-butter studies, through vocational training for country life, it must supply the means for meeting its economic needs, but it must do more than this. It must also supply the means for meeting of social needs. The country school must be adequately equipped in building, grounds, and teachers to be a social and recreational as well as an intellectual and industrial center for the country community. And the country teacher must be prepared for social and recreational leadership and instruction. It must never be forgotten that the making of men is more important than the making of money, that life is more than meat and the body more than raiment.

RURAL EDUCATION MUST MINISTER TO SPIRITUAL NEEDS

Finally rural education, through the country school, must be made to minister to the spiritual needs of the country people and the country teacher must be prepared for this. This term is used not in its restricted religious sense, but in its broadest sense, comprehending the imaginative, the emotional, the esthetic—in a word, all that is "likest God in man"—spiritual in its primal significance. The country child through the country school, should be taught "To dress and to keep the Garden." He might be taught to transform it into a veritable Eden again. Instead, through neglect of his education and training, he is allowed to grow up to kill birds, to destroy the trees, to trample down the flowers, to waste the soil, to defile the streams, to mar the beauty of forest and field.

How many country children, how many country teachers know even the names and use of the commonest trees and plants and flowers, can even recognize the wild birds and their songs—in a word, know or feel aught of the miracle and the mystery of forest, field, and firmament?

Oh, the pity of it! Oh, the folly of it! Oh, the tragedy of it! For the lack of teaching, the majority of our country children pass from the cradle to the grave surrounded by this revelation of the glory and the beauty of God in his wonderful Book of Nature, with eyes that see not, with ears that hear not, with hearts that understand not. To them that Book is sealed, to them the world is a dull and ugly place. The infinite harmonies of earth and heaven—the very music of the spheres—if heard at all by them are but discordant and common place noises.

The heart grows sick sometimes in watching the little country child in the towns and cities rushing to the moving picture show, seeking to satisfy his famished soul with the poor husks of imitation and artificiality, while in the country whence he came there moves before his eyes God's great moving picture show—its scenes shifted every moment by His own hands for the delectation of his children, and in the midst

of it all this poor child moves with unseeing eye, with unkindled imagination, with unmoved heart.

How long, oh, how long, before we shall teach these country children in the country schools to understand and appreciate these mysteries and melodies of heaven and earth—that they may enter fully into the rich heritage prepared for them from the beginning of the world. Heaven lies about them and they see it not.

> " 'Tis heaven alone that is given away,
> 'Tis only God may be had for the asking;
> There is no price set on the lavish summer
> And June may be had by the poorest comer.
> And what is so rare as a day in June?"

NEW TYPE OF COUNTRY SCHOOLS

For such rural education a new type of country school must be provided. For such instruction a new type of country teacher must be trained—a country school with house enough, land enough, teachers enough of the right sort, children enough, money enough, equipment of every sort enough to furnish cultural, occupational and recreational training for country boys and girls at home, to fit them for more profitable, more comfortable, more efficient, more complete living in the country, to prepare them to make the most of and to get the most out of all that is about them and to put the most into the life around them—in a word, a country school that shall be adequately equipped for adequately ministering to all the needs of the country and that shall become the social, intellectual, industrial center of the whole community—the unifying, uplifting force of its life.

To do its work, the country school must be made a permanent influence. At present the prevailing type of country school is a transient, unpermanent influence because of a transient, shifting population and of transient, shifting teachers. Statistics seem to indicate that about two-thirds of the teachers in the country schools teach not more than one year in the same school. Rural education of the right sort for and country community must, of necessity be an organic growth of many years out of the life and needs of that community. Permanency and continuity, therefore, are absolutely essential to success. To make the school a permanent, continuous influence, a permanent or, at least, a long-tenured teaching force is necessary. The rural school of the new type, therefore, like the Danish school, must have its teachers' home, and its resident principal employed for life or during good behavior.

A NEW TYPE OF COUNTRY TEACHER

The new type of country teacher must have a special training for her special work—training that will give her a knowledge of country things,

country people, country needs, a sympathy with them, a love and an appreciation of them. Above all the country teacher must have rural-mindedness, a sympathetic attitude of mind and soul toward country life and country things born of a knowledge of them, scientific and practical, love and appreciation of them. As some one has expressed it, "She must have the smell of sweetgum buds in her soul."

Such a country teacher is beyond price. The virtue of rural mindedness passes out to her into the children that touch the hem of her garment. Though they may forget many things that she taught, there shall abide with them the "Vision splendid" of the country and the country life. It shall never "Fade into the light of common day." They will never forget how their hearts burned within them as they walked along the way with her in God's great Out-of-doors.

OTHER AGENCIES FOR RURAL EDUCATION

There are other agencies for rural education such as the country church, with its human-hearted, rural-minded, whole-time resident pastor, recognizing as its mission the salvation of the whole man—body, mind and soul; the country doctor of the "William Maclure" type; the farmers clubs and other organizations of farmers and farm women; the boys and girls country clubs; the farm and home demonstration agents; and other agencies for organization and socialization of country life. All of these should be organized around the country school into a country community, economically efficient, financially prosperous, spiritualized and socialized by good schools and good churches, with homes, clean, comfortable, healthful, and beautiful, with a permanent population, cultured, contented, and happy.

WHERE MEN WILL LOVE TO LIVE

In such a community men will love to live because they find life worth living there. To such a community the tired, restless multitudes shall turn at last for rest and relief from the stir and strife and strain of city life.

In such communities must be preserved at last the salt for the salvation of all American civilization. For such rural education, for such rural schools, for such rural teachers, for such rural communities, we must preach a crusade. Let them cost what they may, they are cheap at any price. They will not come in one generation, for all the greatest things in civilization are of longest growth. This generation may be well content to sow in faith the seeds, assured that from them shall grow some day finer flowers and more abundant fruit.

For such schools, for such teachers, for such education, for the rural population, vastly more money must be expended but they will be worth more than they cost.

INEQUALITY OF EDUCATIONAL OPPORTUNITY

An examination of the 1913 Report of the U. S. Bureau of the Census on Wealth and Taxation shows that, with the exception of a few of the sparsely populated mining states of the Pacific Coast, the per capita wealth of the states is in inverse proportion to their percentage of rural population; *e. g.* the East South Central States with 81.3 per cent rural population—the most rural group of states—has an average per capita wealth of $890, while the New England States with 16.7 per cent rural population—the least rural group—has an average per capita wealth of $1,744.

The U. S. Census also shows that this most rural group of states has the largest percentage of illiteracy and that per capita wealth is in direct proportion to the percentage of intelligence or literacy.

Because of the sparsity of the population scattered over wider territory, the inaccessibility to school centres without expensive transportation and for other evident reasons inherent in rural environment and in the more expensive nature of efficient rural education, the per capita cost of education for the rural population is greater than that of education for the urban population. The states and sections of this nation, therefore, in which the need and the cost of education are greatest have the least wealth with which to provide it.

THE COUNTRY CHILD DESERVES AN EQUAL CHANCE

The evidence shows that the country child in our democracy does not now have an equal chance with the city child, nor with the country child in many European countries, for education and preparation for citizenship and service in community, state, and nation. He deserves it. The safety of our democracy demands that he have it. Because of the unequal distribution of wealth and population and the unequal cost of education, it is evident that he cannot have it without the financial cooperation of the whole nation through Federal appropriation.

FEDERAL APPROPRIATION FOR ELEMENTARY SCHOOLS NECESSARY FOR EQUALIZATION OF EDUCATIONAL OPPORTUNITY

With this inequality of wealth, population and cost of education in this nation with its wide extent of territory, its diversity of climate, natural resources and races, there can be no equalization of educational opportunity for all the children of the nation irrespective of who they are or where they live without the aid of the whole nation through federal appropriation distributed to each part of the nation according to the needs of each and to the willingness of each to help itself according to its ability. The federal government is already making large appropriations for vocational education and for the training of teachers

of vocational subjects. There is even more reason and even more need for large federal appropriations for elementary and secondary education and for the training of teachers for elementary and secondary schools. The vocational schools reach but a small part of the children—the elementary and secondary schools reach all.

EQUALITY OF OPPORTUNITY THE CARDINAL PRINCIPLE OF DEMOCRACY AND INTELLIGENCE ITS SAFEGUARD

Equality of opportunity is the cardinal principle of democracy. Intelligence alone can preserve it and make it safe for the nation and the world. But equality of opportunity and intelligence are impossible without equality of educational opportunity for all the children of all the people of all the nation. The evidence forces the conclusion that equality of educational opportunity has not been provided for all the children of all the people of this democratic nation, and that it can never be provided without financial federal coöperation through large federal appropriations. This nation will be unworthy of its proud place as the leading democracy in a democratized world and unable to hold that place unless it give to every child within its borders an equal chance through equality of educational opportunity "to burgeon out all that is within him."

SENATE BILL 4987 INTRODUCED IN THE SENATE OF THE UNITED STATES BY SENATOR SMITH, OF GEORGIA, PROVIDES FOR COOPERATION WITH THE STATES THROUGH FEDERAL APPROPRIATION FOR EQUALIZATION OF EDUCATIONAL OPPORTUNITY

Senate bill 4987, introduced in the Senate of the United States on October 10, 1918, by Senator Smith, of Georgia, provides for an annual federal appropriation of fifty million dollars for coöperation with the states through the educational machinery of each state to aid in the improvement of public schools of less than college grade with the "definite aim of extending school terms and of stimulating state and local interest in improving, through better instruction and graduation, and through consolidation and supervision, the rural schools and schools in sparsely settled localities." This appropriation is to be apportioned to the states in the proportion of the number of teachers of the public schools of the respective states to the total number of teachers in the United States. No state can share in the apportionment until it has made provision for a legal school term of at least twenty-four weeks in each year, and provided for the enforcement of an adequate compulsory attendance law; and provided that the basic language of instruction in the common school branches in all schools—public and private—shall be the English language only. This bill also provides for an annual federal appropriation of fifteen million dollars "to coöperate with the states in

preparing teachers for the schools, particularly the rural schools." It further provides that no money appropriated shall be paid to any state unless a sum equally as large has been provided by said state or by local authorities or by both for the purposes for which it is appropriated.

APPEAL TO YOUR SENATORS AND CONGRESSMEN TO SUPPORT SENATE BILL 4987

The enactment of this bill into law will be of incalculable service and assistance in stimulating and in improving the public schools of the nation in strengthening them in their weak places, and in equalizing educational opportunities for all children of the nation, especially the country children.

Realizing that the need was never before so great and so urgent for an equalization of educational opportunity for all the children of the nation, for adequate preparation through education for the larger duties, the greater privileges, the harder tasks of American citizenship in a newly democratized world, the Committee on Rural Education of the National Education Association Commission on the Emergency in Education, appeals to every lover of justice, equality of opportunity, and democracy, and especially to every believer of equality of educational opportunity of the country children, to support with every ounce of influence that he can exert or command, this wise, far-reaching constructive educational measure.

H. W. Chase, President of the University of North Carolina

DR. CHASE was born in Groveland, Mass., thirty-six years ago, and was educated in the public schools of that town and at Dartmouth College, from which he received the A.B. degree. He began his work for the A.M. degree in 1904, but left before it was conferred. Requirements for the degree, however, he received while teaching, and it was conferred in 1908.

He was a graduate student in psychology under Stanley Hall, 1908-10, at Clark University, Worcester, Mass., and received the PhD. degree in psychology from that institution in 1910. In the summer of that year he began his association with the University of North Carolina as Professor of the Philosophy of Education. In 1915 his title became Professor of Psychology.

Following the death of Dr. Edward K. Graham, Dr. Chase was named as acting Dean of the College of Liberal Arts upon the appointment of Prof. M. H. Stacy as Chairman of the Faculty in 1918. He held that position until the death of Professor Stacy when he became Chairman of the Faculty.

Dr. Chase has made a favorable impression upon the executive committee of the board of trustees, with which he has been in conference frequently since he has been chairman of the faculty. His appearance before the legislative committees in the General Assembly of 1919 likewise called forth favorable comment.

Chapel Hill, June 16.—The news received here from Raleigh tonight that Doctor H. M. Chase, was elected President of the State University, was received by the University community with a genuine feeling of satisfaction. The announcement was made public just at the close of the commencement debate and produced prolonged applause. As acting dean of the University Dr. Chase fast gained favor and as acting president this spring he won the hearty approval and sympathy of the faculty and students.

[Editorial from News and Observer.]

There is every reason to believe that the trustees of the University made no mistake in electing Dr. Harry W. Chase president of that institution. The board is a representative North Carolina board. It is composed of men who crave the best things for North Carolina in all respects and who fully comprehend the exalted nature of the position that they were called upon to fill. They acted only after the most careful investigation and thought.

Dr. Chase is a scholar of unquestioned ability and solid achievement. An A.B. of Dartmouth, a Ph.D. of Clark, member of the faculty of the University for ten years, a frequent contributor to educational

Harry Woodburn Chase, Ph.D.
President of the University of North Carolina

journals, his scholarship has been recognized by his election to membership in the American Psychological Association, the Southern Society for Philosophy and Psychology of which he has been secretary since 1917, the Society of College Teachers of Education, and other organizations. Although still a young man, he has had the scholastic training and has developed the skill in what may be termed university technique, which every man ought to have who assumes to lead a great university into broader spheres of usefulness.

The new University president has also demonstrated his capacity as an administrator. Reports from the University, and it is certain that this information was one of the controlling considerations with the trustees, were that Dr. Chase as acting chairman of the faculty grew rapidly upon the admiration and respect of his associates. The latent power of leadership in him responded quickly and generously to the first opportunity that offered for its display. Professors and students soon began to think and speak of him as a suitable successor to Dr. Graham.

Equipped in scholarship, personality, character and executive and administrative capacity, President Chase starts upon his career as head of North Carolina's greatest educational institution with every promise of success.

No man in the State has a greater opportunity for serving the State. Hardly any part of the University's career has been so critical and important as will be the coming years. It would be lamentable in the extreme if it failed in any respect to fill the large place in the life of the State that it may fairly be expected to fill or if it did not meet adequately the new conditions and the increased demands. A weighty responsibility has been placed upon the shoulders of Dr. Chase. But he has given every evidence of being prepared to measure up to it and the State may look forward, we believe, with confidence to a thoroughly successful period of the University's history.

Byways in the Teaching of English

S. Elizabeth Davis

THE scholastic year 1918-19 has been, from a professional standpoint, one of the happiest and most successful of my career. I have been wondering whether any suggestions growing out of my experiences at the Training School might prove helpful to young teachers who seek in these pages guidance along the path which leads to achievement in the difficult art of teaching.

First, however, I wish to say very earnestly to those interested and to any other chance reader, the following things. In teaching, as in any work which calls into play all the resources of the mind and spirit—to say nothing of the body—one must, emphatically, work out one's own salvation. The Training School may plant ideas; the Quarterly may water, to keep them fresh; but it is God that gives the increase. And the spirit of God works in our world only in coöperation with the human spirit. The ideas which I may possibly be able to give to an inexperienced teacher cannot be mechanically transferred from my field of endeavor to that teacher's field. No "methods" will avail until they have received the image and superscription of the individual who would make use of them. The plans and devices by means of which I have managed to secure some gratifying results at the Training School would require considerable modification if applied to more elementary grades. But perhaps a thoughtful consideration of these plans may help the young teacher to grasp certain general principles in regard to the teaching of English; and when one has grasped certain basic principles, the rest is easy.

Now then. I have been trying for a number of years to learn how to teach English. I do not know how to teach English—an admission which I make with less reluctance because of the fact that no one knows how to teach English. But I have learned a few things about teaching English, and these few things I would most gladly share, if I could, with beginners in the wonderful art.

For a number of years I "taught" English in the orthodox way. I assigned lessons; my pupils "got" the lessons; then they "said" the lessons. Their facility in memorizing rules was a thing to wonder at. Their themes were neat, except for the red ink which I found it necessary to apply. All went well. No one seemed to expect correctness, or anything, indeed, except glibness in memorizing theory. But in my heart I pondered. Red ink did not avail, nor the giving and getting of text book lessons. What, then, was the solution of the problem which was uppermost in my mind; viz: How may theory be transferred to practice, in oral and written English? Since red ink did not avail, I would withhold red ink a season; since the giving and getting

and reciting of lessons led mainly to self-delusion, I would—audacious idea!—I would—yes, I would sometimes omit the "lesson," throwing the pupils absolutely upon their own initiative. I sighed; this determination meant work without ceasing, toward the destruction of a dependent attitude upon the part of the pupils and the construction of an independent attitude. In a word, I knew that if I succeeded in the hazardous undertaking to which I was committed by my desperate realization of the futility of ordinary methods of teaching English, it must be by dint of giving to my pupils, in an *indirect* way, everything that was in me. This giving must be unobtrusive. The pupils must not realize, at first, that they were receiving anything. Their whole attitude must be changed. They must cease to think so much of pleasing the teacher, of outshining their classmates, and, most important of all, of merely getting lessons. They must in some way be made to realize that the English lesson is usually a means to an end and not an end in itself.

All this sounds very easy. Try it.

When I first threw my pupils upon their own initiative, I felt as one might feel who should throw little children into a river to teach them to swim, and stand, responsible for life or death, upon the bank. They were confused, uncomfortable, helpless, frightened. Here the comparison breaks down for whereas in the case of the children some would be drowned, the academic students at the Training School, came through without the loss of one. Each one, I believe, received credit for some part of the year's work.

It should be explained here that the academic classes are composed of students who have not access to good high schools at home.

The supreme end in the teaching of English, as I conceive it, is to center the pupil's strength on his own individual needs, rather than the needs of the class as a whole; to turn his thoughts inward, rather than outward; to give him the lead in his own development; to set him to watching his own progress; to fill him with enthusiastic longing for self-improvement;—in a word, to set before him, as Bacon set before himself, his own example.

The first thing to secure is improved habits in speech and writing. If English teachers would throw the supreme emphasis on the formation of good habits in speech and writing, all the rest would be added unto their pupils. For months the process of habit-formation is a tedious and thankless one. Then comes the blossoming of clear, correct, and often beautiful, expression. The delight and wonder of the pupils in their own work when at last one is able to say, "Here is a page of beautiful English" is a thing worth living to see. And when this point is reached the battle is won. The ideal is fixed, for life.

As for all the little ways, and big ways, in which my pupils and I worked together at the Training School to secure, in some measure, these

desired results, I have not space to touch upon many of them. I can only mention a few which stand out because of their effectiveness.

I seldom assigned a lesson at the end of the week. The pupils used their own judgment as to the week-end work, making a little written report in class at the beginning of each week of work done during the week-end. They were judged, not so much by what they said they had done, as by the clearness and correctness of their statements, and the visible results of their efforts. Room for deception? No. It requires very little knowledge of human nature, it seems to me, to distinguish between genuine work in English, and what is called, in academic circles, "bluff." The final conviction, on the part of a weak pupil that "bluff" doesn't pay, is as wholesome, certainly as a lesson in coherence or *conciliation.* The pupils came to take very great pride in these week-end reports as evidenced by the large number displayed in the exhibits.

At the beginning of the year's work these week-end reports, as well as other little things written in class, were subjected to a searching scrutiny, right on the spot. In other words, I walked around the room, and exercised the teacher's prerogative of looking over the pupils' shoulders. Every mistake was weeded out, right then and there. If a pupil were careless, she was ruthlessly required to copy the work, on the spot. Everything copied from the board, for the note books, was subjected to this same rigid scrutiny. Absolute accuracy was expected. Pupils soon learn what is expected of them, and they will usually do what is expected *if it is expected hard enough.* Another thing. Not one pupil in ten will be accurate, unless accuracy is rigidly required. Loose habits of a life are not lightly laid aside, and in some cases severity was necessary. It took some pupils almost a year to learn that they must conform to a certain standard of carefulness and accuracy.

Another phase of the work which was emphasized was letter-writing. Real letters were written to real people, corrected and copied when necessary, and usually mailed. The burden of such correction is intolerable when letters are written by the whole class; the letters of high school pupils, at first, are more inane, even, than their themes. This difficulty was surmounted by having the pupils take turns, three or four each week, in each class, handing in letters for inspection. The teacher of composition should not deteriorate into an over-worked drudge. It isn't becoming and it does no good.

The most helpful feature of the year's work, perhaps, was the devising, on the part of pupils and teacher together, of plans for self-improvement in English, aside from class room work, and the organization of little Self-Improvement Clubs, for the putting into practice of these plans. If pupils are not to work outside of the English class room for self-improvement in English, the English teacher labors in vain. Each student in the academic classes at the Training School drew up a list of

plans for self-improvement. A committee was appointed in each class to select the best plans, and the teacher rounded them into final shape. Here are some of them:

1. Keeping constantly in mind the motto of my English class, "Trifles make perfection, but perfection is no trifle."
2. Using an authoritative dictionary in all of my studying, and consulting it freely.
3. Definitely increasing my reading vocabulary to the extent of several new words each day; making many of these words my very own by adding them to my speaking and writing vocabularies.
4. Writing letters, even to my "home-folks," as carefully as if they were to be inspected by my English teacher. Using a dictionary as often as necessary in writing letters, remembering that self-respect demands good spelling.
5. Using as good English in all written work, in all subjects, as I should do in any regular English work.
6. Reading as broadly as my time permits, and reading only good books, papers, and magazines, with earnest desire to become able to appreciate them.
7. Trying my best to "get the sense" of everything I read. Asking myself, "What does this mean? What is the central thought in this?"
8. Reading aloud a few stanzas or paragraphs each day, trying to pronounce correctly and distinctly, and trying to bring out the author's meaning.
9. Making outlines of things I read, and speeches I hear.
10. Forming little Self-improvement Clubs, which shall fine each member one cent for any bad English used; or if not joining such a club, at least correcting my roommate when she uses bad English, and having her in turn correct me.
11. Writing bits of English (if only a few sentences) outside of class, and having them corrected by some competent person.
12. Keeping a little private note book, with individual errors and corrections made, special points emphasized by my English teacher, words consciously added to my vocabulary, correct forms of words I have misspelled, quotations selected according to my own taste, personal impressions, etc.
13. Copying accurately.
14. Observing closely the speech of educated people, and trying to speak correctly myself at all times.
15. Finding out my own individual weaknesses and concentrating on them.
16. Talking over with some one all the new ideas obtained in my English course and elsewhere.
17. Putting into my own words the meaning of what I read.
18. Studying at least one paragraph or stanza a day with reference not only to meaning and spirit, but form (i. e., noticing carefully all its mechanical features—sentence-structure, punctuation, etc.)
19. Trying with all my strength to learn to think clearly, knowing that "clear expression naturally follows clear thinking."
20. Asking myself, after I have written what I intend for a sentence, if it really is a sentence; i. e., if it expresses a complete thought—if it has a subject and a predicate.

21. Keeping up with the affairs of today, that I may be able to converse intelligently.
22. Comparing different pieces of literature.
23. Brooding over and memorizing fine passages of literature.
24. Striving to improve myself in every way I know of, in body, mind, and character, knowing that all improvements in every direction, will be reflected in my English.

These plans proved to be exceedingly helpful to the students, many of whom selected those best fitted for their individual needs, and, under the indirect supervision of the teacher, struggled every day to make their English conform to the standard set before them. They were made to feel that getting rid of a bad habit in speech or writing, and forming a good one, was infinitely more important than learning any lesson whatever.

Great latitude was granted in the selection of books for supplementary reading. A list of one hundred and ten of the books in the library best adapted to these particular students was given, each student copying neatly and correctly into her note book a list of the books, together with the names of the authors. Having this list for ready reference served to familiarize the student with at least the titles of good books and the names of good authors. Under the guidance of the teacher each student selected her own parallel reading. Twice during each term written reports were made in class on these books. The results were good.

Each student was required to make a bookmark, using as a basis the table of contents of Dr. C. Alphonso Smith's little book, *What Can Literature Do For Me?* Some of these bookmarks were surprisingly artistic, considering the fact that very few of the students had studied art, or even had lessons in public school drawing. Each bookmark contained these words lettered according to the student's taste and ability:

WHAT CAN LITERATURE DO FOR ME?

1. It can give me an outlet.
2. It can keep before me the vision of the ideal.
3. It can give me a better knowledge of human nature.
4. It can restore the past to me.
5. It can show me the glory of the commonplace.
6. It can give me the mastery of my own language.

Each student was permitted to select her own design for decorating her bookmark. Those who found it impossible to originate or copy a design, cut one from a postcard or elsewhere, and pasted it on. The effect was not bad, and the inspiration of Dr. Smith's words was unmarred. The six items quoted above were used as criteria for judging each piece of literature read, viz: Does it give me an outlet? Does it keep before me the vision of the ideal? Etc.

Each class had a motto, each a watchword. These things, constantly reiterated, had, I feel sure, a tremendous effect on the students. One class had for its watchword *Initiative,* and for its motto, "Good English every day, and good every day English." Another had for its watchword *Grit,* and for its motto, "Trifles make perfection, but perfection is no trifle."

I wish there were space to discuss the dictionary drill which formed an important feature of the work. This drill was given in class. Children should be taught in the elementary schools how to use a dictionary, but if they are not, the high schools must make good the deficiency. Ask any member of the academic classes who is her best friend. She will respond, *Webster!* It is difficult to form in a pupil the dictionary habit, but it may be done within a year, and a more useful habit it is hard to conceive.

My closing wish is that the "heaven-sent moments" necessary for skill in teaching may be frequently vouchsafed to all teachers to whom these words may come.

Exhibit of Work Done in High School English

ON the morning of May 17, after the A class had given a program in chapel, an exhibit of their year's work in English was displayed in Miss Elizabeth Davis's classroom. This exhibit remained on display until commencement, when the B class added their exhibit. Mr. Wilson's classroom, just across the hall, was used for this purpose. These classrooms are large, airy, of uniform size, and in every way adapted to such a purpose. Just before commencement the A class, in order to advertise their exhibit, placed in the lower hall of the Administration Building a large poster, bearing in letters of purple the words *Follow the Purple.* To this poster streamers of purple and white ribbon were attached (purple and white are the colors of the class) and festooned along the halls and up the stairway, the colors led to the doors which opened upon the A class exhibit. Not to be outdistanced, the B class placed at intervals along the corridors, down at the postoffice in the basement—everywhere—large posters in Yale blue and white, their colors, calling attention to the B exhibit.

The two exhibits were similar in character, though of course that of the B class showed, on the whole, more maturity. The A exhibit was placed against a background of solid purple; the B's used a background of white, bordered with Yale blue. The effect was attractive, in either case.

The principal features of the exhibits were displays of the following:

Week-end reports
Letters
Examination papers
Illustrated stories, letters, articles
Character studies
Outlines
Synopses
Note books
Quotation books
Class songs
Class mottoes
Class souvenirs
Class watchwords
Bookmarks.

Each group of articles displayed was designated by an appropriate poster into the lettering of which a great deal of painstaking work had gone.

The rooms were decorated, of course, with the pennant and banner of the A and B classes, respectively; and each room was beautified with fancy baskets, filled with class flowers—the sweet pea for the A's and the ragged robin for the B's.

Beneath a poster reading "Our Best Friends," the B class displayed a copy of Webster's *Secondary School Dictionary,* and a copy of Woolley's *Handbook of Composition.*

The illustrated work was emphasized by unusually attractive posters, calling attention of the public to "Our Masterpieces." These bits of work represented our efforts in composition for a period of several weeks. All the time necessary was granted for the production of these stories, articles, etc., and in most cases they really embody the best thought we are capable of, at our present stage of development.

The note and quotation books selected by the classes for exhibit had been variously opened, so as to show as many phases of this type of work as possible; they were then ranged along the chalk tray below the blackboards, and held in place with purple and blue ribbons.

Each class had on display a decorated copy of its class song. The A class song was done in artistic lettering, with a design of sweet peas for marginal decoration. The B class had a copy of their song with the music to which it is sung. It was ornamented with a conventional design in Yale blue.

The bookmarks were done in fancy lettering, with various decorative designs in color.

It is impossible to describe more fully here these exhibits, but this sketchy attempt has been made in the hope that an idea may be given to some inexperienced teacher, whereby she may arouse enthusiasm. The academic students of the Training School cannot recall their past year's work without proud memories of the exhibits which gave visible proof to the world of the faithful work of the year. If those interested will read, in addition to this brief description, the above article in this number of the Quarterly entitled *Byways in Teaching English,* the purpose and scope of these exhibits may be made more clear.

Commencement of 1919

Sunday, June 1, 11:30 A. M.—Commencement Sermon:
REV. W. A. LAMBETH, High Point, N. C.
8:30 P. M.—Young Women's Christian Association Sermon:
REV. M. L. KESLER, Thomasville, N. C.
Monday, June 2, 8:30 P. M.—Music Recital.
Tuesday, June 3, 10:00 A. M.—Meeting of Board of Trustees.
Meeting of Alumnæ Association.
7:00 P. M.—Class Day Exercises.
9:00 P. M.—Alumnæ Dinner.
Wed., June 4, 10:30 A. M.—Address:
HON. VICTOR S. BRYANT.
11:30 A. M.—Graduating Exercises.

THE commencement exercises for the year 1919, which marked the close of the tenth regular year of the school, were exceptionally fine. The graduating class, the ninth class, was the largest sent out from the school. The weather was ideal, neither too hot nor too cool; good audiences attended and yet there was not a disagreeable crush; there were a goodly number of visitors from a distance, and a large and loyal band of alumnæ. The music was beautiful. The annual commencement sermon was one of the most appropriate ever delivered at the school; the sermon before the Y. W. C. A. was fine and wholesome; the annual address was strong, practical, and timely. Everything was full of life and spirit, challenging to action.

COMMENCEMENT SUNDAY

ORDER OF SERVICE, JUNE 1, 11:00 A. M.

Hymn—"America"
Prayer—REV. S. K. PHILLIPS
Anthem—"Almighty Lord" . . . *Mascagni*
Announcements—
Scripture Lesson—
Annual Sermon—REV. W. A. LAMBETH
Anthem—"How Beautiful Upon the Mountains"—*Harker*
Benediction—

SERMON BEFORE THE GRADUATING CLASS

Rev. W. A. Lambeth, of High Point, preached the commencement sermon. His theme was the call to service and it was indeed a clarion call, not only to every member of the graduating class, but to all who heard it. It was a call for each member of the class to consecrate herself to the service of humanity; he urged them to make the first day of June their consecration day, just as the fifth of June is national con-

secration day, because the men of the nation were on that day called upon to consecrate themselves to their country.

Rev. S. K. Phillips read as Scripture lesson the tenth chapter of John.

The sermon made a profound impression on all who heard it. It was delivered with eloquence and force. The charm of the preacher was compelling. The sermon seemed very short so intense was the interest. The wonderful imagery, effective stories, and bits of quotations and touches from human life made every truth thrill with life and reality.

The preacher began by telling a story, from the Spanish-American war, of some mules and horses that were being landed from a transport; they were dropped into the water some distance away to swim ashore, but became confused, and were scattering, so that they would go out to sea and be drowned, when a bugler sounded a call, gathered them together, and all swam safely ashore.

"I aspire to be one of God's buglers to sound His call to you." Some he said, might feel they were being pushed off from the shore, as they leave the school that has carried them thus far, and they may feel the need of help now especially. He urged them to respond to the call through three things especially: Identification, usefulness and self-realization.

Identification with Christ is necessary for true service. One must bear the badge of ownership, must become His, must bear His yoke. In calling upon the young women to renew their vows he called out personally the names of the first and the last girl on the class roll, "Blanche May Alligood" and "Lucile Marie Worsley." He urged all the young women not to wait to be made conscripts, but to be volunteers. "I wish I could look into the eyes of each of you and see the sense of high mission for something."

He referred to the glorified expression on the face of Parsifal, the look that was the sign of a high calling. "If you close your eyes and see the face of the Highest, put your hands over your ears and hear the voice of the Highest, then you are heeding the calling from the bondage of selfishness to the dreams of world helpfulness, the Master has come and calleth you."

In passing to the second call, that to usefulness, he told the story of Gov. Aycock, who said, "I love my county better than any other county, I love my State better than any other State, my country better than any other country, and my world better than any other world." He spoke of the time when the next world meant more to Christians than this world, when Christians knew the names of the streets there better than of the back streets here; when in looking for Heaven they forgot earth. A better time has come now that we know that *there* and *now* are important, and ask ourselves what we are here for *now*. He told the story of the one little boy who failed to raise his hand when all the others did when asked if they did not want to go to Heaven, and said "Not yet."

Our answer is the same. We should not be anxious to get there before the mansions are ready for us, before we are expected, before our work here is done. Susan B. Anthony said, "Be ashamed to die until you have done something for womankind."

Tolstoi asked a peasant at work what he would do if he knew that he would die that night; he answered, "I would plow." That answer contains a sermon. Lloyd George replied to an English woman who asked him what she could do to help in the war, "Do just what you are doing, only do it better." This is the answer of the church. Evolutionists used to ask, "Where did we come from?" Theologians asked, "Where are we going to?" The Christian of today asks, "What are we here for now?"

He referred to the phrase "I am the Door," which occurs in the Scripture lesson, and said that the doors in the modern church should swing both ways, inward for consecration and worship, and outward for service in the world outside; "enter for worship, depart for service." There are two sets of nerves, the sensory nerves for the outside world, and the motor nerves, to carry sensations to parts of the body, and both of these are necessary.

He told of an old umbrella mender who had slept on a pile of crossties with some tramps that had gone forth to beg for their breakfast, while he went forth to earn his; the old man said that before he would live as the tramps lived he would go and jump in the water and drown himself, saying "Here goes nothing." "Earn your right to space and time; if not, jump in the river and say, 'Here goes nothing,'" was the preacher's advice.

The new type of Christianity, he said, turns a deaf ear to no human need. The thousands of babies that have been dying each year because of ignorance and neglect are now getting attention, and we shudder at the loss as we did at the loss in battle. Nothing that is human is foreign. Never again will be said, "the public be damned." But with McAdoo, all say, "the public be pleased." When Carnegie was asked what his business was, he did not reply that it was steel, or stocks and bonds, but this, "To do all the good I can." To make or to marry fortune is not such a superlative achievement; too many can do that. He spoke of the great rich endowments of a Caruso, of a Geraldine Farrar, and that they were making the most of what nature has done for them in their art careers, which have blessed the world.

"Take life as you find it, but be careful what you leave it." "Augustus Cæsar found Rome mud, but left it marble; the citizens of this city found it mud, but they have left it asphalt." The preacher here told stories of service, of those that were helpful to others. He asked the young women to take a pledge that each would be so filled with the idea of service that the school could say this of her, even when they did not know where she was, "She is helping somebody." He referred to the

first sermon he ever really heard so that it stayed with him, and impressed him so that he could not forget it; a sermon by Lyman Abbott, preached at Trinity commencement, on the dominating power of service and equipment for service. God's way of calling to service is through usefulness. The part may be a minor part in the orchestra of life, but it is important.

The third call to service is through self-realization. He quoted from President Wilson's booklet on "When a Man comes to Himself," in which he says he comes to himself only when he forgets himself and his personal interests in the interests of others. He told for illustration stories of the French, who were proud to give all for France, and of others who made great sacrifice for others, forgetting self. This is the highest pinnacle to which human beings ever rise. A life-saving captain, when told that he might not be able to go to a boat in distress, said, "We have to go to them, but we don't have to come back." That is the spirit of the American soldier, those who sleep in Belgium and France. "You'll never find yourself except through the crimson way of self-sacrifice," but he begged people not to call it self-sacrifice, but to call it self-realization.

A negro woman prayed this prayer when her soldier son returned: "O Lord, don't let the look of glory go out of Jim's face." If you ardently love anybody or anything it is a joy. He told the story of the little girl who was carrying a heavy baby; when some one asked her if it was a bit heavy, she replied: "Why, no, he's my brother." He read from Frank Crane a wonderful bit paying tribute to the dear old mother, petted and loved by the child, who was trying to pay the mother back for the years of love and care.

Gethsemane has been called "the rose garden of our Lord." He spoke of the fact that Livingston, after all the hardships he had endured and the sacrifices he had made in Africa, said, "I never made a sacrifice." He told the story of the Scotch Fusileers, the first to go over the top. When the colonel called for volunteers, he turned his back while they decided; when he turned around the line was unbroken, and he expressed disappointment that not one should volunteer, and to his amazement found that every man had volunteered.

He begged the young women that every single one should volunteer when they were called upon to go out of the trenches of protection of the school, that they go over the top of right, and gave them the assurance of God's word: "Lo, I am with you always." He closed by repeating the text, "The master cometh and calleth for Thee."

SERMON BEFORE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Dr. M. L. Kesler , superintendent of the Thomasville Orphanage, and one of the leading ministers of the Baptist church in the State, preached

a strong, practical sermon before the Young Women's Association. His theme was "Unselfishness and Happiness." His text was "It is more blessed to give than to receive." He assured the young women that he was not going to take up a collection, nor was he going to analyze the types of selfishness, the cruder forms of which are obvious to all. He treated the theme constructively. He first showed the necessity for unselfishness in the social organization of the world. "As civilization has advanced, a bill of rights has grown up, becoming more clearly defined as time goes on." The difference between having a right and asserting the right to things is the difference between gross selfishness, and unselfish consideration for the fact that others have the same rights. The shortest, most direct route to happiness, and that, after all, he said, is perhaps the supreme aim of human being, is to look after your neighbor. He referred to the Scriptural reading, wherein the question is asked "Who is my neighbor," saying the reply was one of the shrewdest turns ever given to a question.

Each one, he believes, should ask himself searching questions as to the kind of neighbor he is, and what he and his family mean to the neighborhood. The things that greatly concern human beings are these: what we think of ourselves, what others think of us, and what we think of other people. It is far better to spend more time thinking well of other people. Be sure you are right, then drive straight ahead, thinking of others and not of self.

He spoke of the bad effect of too much morbid introspection, when the thoughts are turned inward, instead of outward.

He said he did not mean to make a health talk, especially, but that the doctors and those working on the question of health recognized that the minds of patients should be turned upon outside things, away from their own troubles and ills, and this is the secret of many of the cures. The teaching in the schools now is working a revolution along that line. The mind that turns too much on its own process instead of on the thing it is attempting to do, becomes weakened and loses power. The artist recognizes this, the carpenter, and all others, who do things skilfully. All awkwardness is lost when one is not self-conscious, and puts the whole mind on the supreme mental effort of the moment.

He pleaded with the girls to keep their own personality, to do things in their own way, not trying to be like some one else. He spoke of the things that make people self-conscious. He begged the young women to be ready for the responsibilities that are coming to them, to take life seriously, not to be flippant and shallow, but to be worthy of the highest. He said that he would not discuss the subject of suffrage, which is only one of the symptoms showing that women are finding themselves, but it is coming, and women must be ready to meet it and meet it so that they can help in the big tasks.

He closed by reaching back to his text, and driving home the lesson that happiness is to be gained only by the giving of self.

The music under the direction of Miss Muffly was especially beautiful.

CLASS DAY EXERCISES

PROGRAM

Song—"Stars and Stripes Forever"	*School*
Welcome Address	*Marian Morrison*
Flag Exercise—	
"Star-Spangled Banner"	*School*
American's Creed	*Senior Class*
Poem—"Old Glory"	*Ruby Giles*
Camp Songs	*School*
Class History	*Ina McGlohon*
Class Prophecy	*Rena Harrison*
Class Poem	*Edith Bertotti*
Last Will and Testament	*Marie Worsley*
Presentation of Gifts	
Drill	*Senior Class*
Lowering of Flag	
Song—"Taps"	*Senior Class*

At seven o'clock in the evening, the Class Day exercises of 1919 took place on the front campus. These exercises were unique and interesting. After the welcoming address by Miss Marian Morrison, Reidsville, the president, the audience sang "Star Spangled Banner." During the singing a very beautiful flag, a gift of the class to the school, was raised. It was a most impressive ceremony. The crowd was visibly touched by the symbol of our nation for which we have been called on to give freely of our blood and treasure. After a reading of the poem, "Old Glory," by Miss Ruby Giles, Marion, then followed the reading of the class history by Miss Ida McGlohon, Winterville, the class prophecy by Miss Rena Harrison, Belhaven, the class poem by Miss Edith Bertotti, Wilmington, and the last will and testament of the class by Miss Marie Worsley, Rocky Mount.

In keeping with a precedent established by the first graduating class, eight years ago, the class of 1919 presented to the school the gifts—the new scenery used in the class play, the flag and flagpole, two hundred and fifty dollars in Liberty Bonds and something over four hundred dollars in money to be added to the Loan Fund of the school. President Wright accepted these gifts for the school, and took the occasion to make his farewell talk to the class. The exercises closed with the lowering of the flag while the class sang "Taps." There is no occasion connected with the Commencement of each year more thoroughly enjoyed by the student body and the alumnæ than this feature of it. The exercises are always an index of the personnel of the class, and year after year there is something different and effective. The military feature this year was in keeping with both the class and conditions.

Commencement Day

Order of Exercises

March—Ponticale . . . . . *Gounod*
IOLA FINCH, FANNIE MAE FINCH
Prayer—Rev. C. H. Bascom
Chorus—"Hail to The Heroes" . . . *Verdi*
Piano—"A la Bien Aime" . . . . *Schütt*
Chorus—"Charming Spring" . *Felix Mendelssohn*
Address—Hon. Victor S. Bryant
Presentation of Diplomas and Bibles
Parting Quotation— . . . . *Henry Van Dyke*
HELEN MCLAWHORN
Chorus—"Annie Laurie" . . . *Lady John Scott*
Announcements
Chorus—"America Triumphant" . *Clifford Demarest*
Benediction

"We are perfectly willing to trust the future of this school in the hands of this class," is what President Wright said to the class of seventy-four young women to whom he presented diplomas on June 4. He sent them out into the world to be guided by their two mottoes, the school motto, "To serve," and their class motto, "Never give up." This is the largest class that has been graduated from this school. Three others will complete their work in August and that will mean the class of 1919 numbers 77.

According to the custom of the school from its beginning he presented Bibles with the diplomas. "The Bible to guide them through life, as consolation in time of trouble, and realizing that this Book is the record of the Great Teacher," he exhorted them to follow its teachings.

The young women who received diplomas are as follows:

Blanche Mae Alligood, Beaufort
Lucy Vivian Barrow, Greene
Alice Berleen Blake, Cumberland
Nellie Rawls Blanchard, Gates
Vera Evangeline Bennett, Pamlico
Edith Emily Bertotti, Pender
Katherine S. Boney, Lenoir
Lydia Mae Cartwright, Pasquotank
Zelota Elizabeth Cobb, Edgecombe
Lillian Jane Cole, Moore
Lois Martha Daniel, Granville
Norma Beatrice Dupree, Pitt
Ida Etheridge, Johnston
Reba Mason Everette, Martin
Fannie Mae Finch, Vance
Iola Val Finch, Vance
Rosa Marie Forbes, Pitt
Mildred Lucia Frye, Franklin
Lottie Ethel Futrelle, Northampton
Mary Lee Gallup, Cumberland
Lillian Gardner, Pitt
Ruby Emma Giles, McDowell
Annie Lorena Harrison, Beaufort
Mary Cortis Hart, Pitt
Lois Benjamin Hester, Granville
Rhoda Lillie M. Hewitt, Onslow
Elsie Lucretia Hines, Buncombe
Ruth Hooks, Wayne
Bonnie Clyde Howard, Guilford
Bettie Starr Howell, Northampton
Ruth Isabelle Hoyle, Vance
Letha Mae Jarman, Alamance
Vivian Bryant Jenkins, Edgecombe
Dorothy Lee Johnson, Pitt
Mary Spencer Johnson, Lenior
Alla May Jordan, Wake

Margaret B. Kilpatrick, Craven
Sarah C. Lister, Northampton
Mattie May McArthur, Lenior
Ina Inez McGlohon, Pitt
Helen McLawhorn, Craven
Katie Lee McLean, Moore
Mary Cole McLean, Moore
Martha E. Mercer, Edgecombe
Ivy Ruth Modlin, Bertie
Marian Morrison, Rockingham
Thelma Cyrena Mumford, Virginia
Susan Adelaide Newsom, Halifax
Laura Wise Newton, Person
Pattie Elizabeth Nixon, Chowan
Sara Louise Nixon, Chowan
Mary Evelyn Outland, Northampton
Eva Belle Outlaw, Duplin
Isabelle Paddison, Pender
Mary Leona Patterson, Wake
Roberta Harriss Patterson, Halifax
Patty Burges Perry, Warren
Vivian Ola Sawyer, Pamlico
Elizabeth Speir, Pitt
Anna Virginia Spencer, Anson
Eva Cameron Steagall, Anson
Annie Gray Stokes, Bertie
Mary Louise Tucker, Perquimans
Delphia Leona Tyson, Pitt
Lydia Eliza Tyson, Pitt
Rosa Mae Van Hook, Person
Elizabeth Wagstaff, Person
Mamie Frances Walker, Nash
Mary Eliza Whitehurst, Pitt
Ruth Cheatham Whitfield, Franklin
Annie Margaret Wilkinson, Halifax
Marie R. Winslow, Perquimans
Ruby Captolia Worthington, Pitt
Lula Marie Worsley, Edgecombe

PARTING QUOTATION, *Henry Van Dyke*

These are the gifts I ask
Of thee, Spirit serene:
Strength for the daily task,
Courage to face the road,
Good cheer to help me bear the traveler's load,
And, for the hours of rest that come between,
An inward joy in all things heard and seen.
These are the sins I fain
Would have thee take away:
Malice, and cold disdain,
Hot anger, sullen hate,
Scorn of the lowly, envy of the great,
And discontent that casts a shadow gray
On all the brightness of the common day.

These are the things I prize
And hold of dearest worth:
Light of the sapphire skies,
Peace of the silent hills,
Shelter of forests, comfort of the grass,
Music of birds, murmur of little rills,
Shadow of clouds that swiftly pass,
And, after showers,
The smell of flowers
And of the good brown earth,—
And best of all, along the way, friendship and mirth.

So let me keep
These treasures of the humble heart
In true possession, owning them by love.

GIFTS FROM CLASS OF NINETEEN AND NINETEEN

Six hundred and fifty dollars in money and bonds is the amount the class left the school: $400 for the Student Loan Fund, directly, and $250 in government bonds. The beautiful flag and flagpole in front of the Administration, as emblematic of their patriotic spirit, is the material gift that is left as a reminder of them. In addition to these gifts they left to the school the scenery that they had made for their Senior play. In announcing the gifts, President Wright said "These young women have shown themselves true patriots. These gifts represent a beautiful spirit, much work and sacrifice, and a desire to do something for some one else."

ADDRESS BY VICTOR S. BRYANT

President Wright introduced the commencement speaker, Hon. Victor S. Bryant, chairman of the House Committee on Education in the General Assembly of North Carolina for 1919. Mr. F. C. Harding, a member of the Board of Trustees of this school and of the Executive Committee, was chairman of the Senate Committee on Education. To these two he gave credit for leadership in the educational legislation enacted by the General Assembly.

In planning this commencement which closes the first decade of the history of the school, he said he had made it a point to have only North Carolinians. As this is an institution that bends every effort to the education of the childhood of our State, turning back to the State well-trained and efficient teachers, it seemed fitting to have as commencement speaker one who had the educational affairs of the State at heart. He deemed himself fortunate in securing as the speaker the man who was the champion of the Educational Bill passed by the last General Assembly of North Carolina, the best educational law North Carolina has ever written on her statute books. So well did he do his work that it went through the General Assembly without a single vote being cast against it.

Mr. Bryant's speech is published in full in the front pages of this issue of the QUARTERLY. He spoke without manuscript, and from only brief notes, but the notes in his speech were taken carefully, hence the speech as given in this is almost a verbatim report. The newspapers' comment on the speech was as follows:

Mr. Bryant delivered a strong, practical, and illuminating address. He gave facts and figures which made all who heard him realize fully just the situation that North Carolina has to face today and he made clear what she has to do to improve conditions. As chairman of the education committee for the House in the General Assembly for 1919, as champion for the best educational bill which North Carolina ever has enacted, and which passed without a dissenting vote, he spoke as one of authority. He gave explanations of conditions, without making excuses or without reflecting on anyone in the

past, but he made it clear that we could not depend on our past or our present for a great future, it had to come through an educated citizenship, and educated citizenship depends on teachers.

When he first arose he gave brief glimpses of attractive and important subjects that lured him from the theme he had chosen, questions of statesmanship that confront us today, questions of material progress, world wide problems, topics that should be placed before women as they are on the eve of coming into practical participation in affairs through the ballot. All these he passed by and dared to talk shop, to talk about the teacher, the needs for teachers, the need for better salaries for teachers, and the many problems that confront the State educationally. The theme was the opportunities and duties teachers owe to the State, and the obligations the State owes the teachers.

As Mr. Bryant looked at the seventy-four very young looking and very good looking women he said that he was disillusioned about some things after coming to the Training School. He had expected visions of gray hairs, wrinkles, and spectacles, and thought teaching and training of teachers meant dealing with mature women. Such were the ideas he had while working on the problems of teachers while in the Assembly. While he was working for teachers, for more attractive compensation, for better conditions, he could have added another statute, and in the light of what he saw here some legislation should be enacted in the future that will keep the girls in the schoolroom. But this could perhaps be only by increasing the age of matrimony to thirty-five or forty years. A substitute for this could be to make the man who takes the teacher from the schoolroom pay the State for the tuition and the loss. He admitted that he had not realized the real danger that causes the shortage of teachers.

GROWTH OF THE SCHOOL IN TEN YEARS

In making announcements President Wright called attention to the fact that when this class has all completed the work, that will make a total of 399 who have been graduated from this school, thus making an average of over forty a year for the nine classes. The total enrollment for the ten years of the school has been over 5,000, counting the enrollment year by year. This marks the close of the tenth year since the school opened. President Wright briefly reviewed the history of the school, calling attention to the changes that have taken place. The school has taken delight in proving that it can do what it is told is impossible for it to do, just as it has made blue grass grow on the campus.

In closing he said that he wished the people to realize that when the school granted diplomas to students it was not only passing on the scholarship, but on their attitude and fitness for teaching as well. He called attention to some very fine exhibits from the academic classes showing their classroom work. These exhibits were open to the public during the week.

MEETING OF THE BOARD OF TRUSTEES

The Board of Trustees met on June 3, in the Administration room of the main building. The new president of the board, Dr. Brooks, of Raleigh, Mr. F. C. Harding, of Greenville, Mr. Martin McAuley, of Columbus County, Mr. J. W. Hines, of Rocky Mount, Mr. Y. T. Ormand, Kinston, were present. Several matters of vital importance received attention. The board approved the idea of having a supervisor for keeping up with the students after they go out from the school, helping them to get adjusted to the actual teaching, and reporting on them. The idea will be put into actual effect one year from now. This means that the supervisor will become a member of the faculty of the Training School in the fall of 1920.

The land lying to the east of the campus is to be purchased by the school. In the plans for future building the next dormitory will be placed to the east of the present East Dormitory. The new plat of land gives an extension that will keep the campus well proportioned.

Resolutions were passed expressing appreciation of the service of Dr. J. Y. Joyner for his more than ten years service as chairman of the Board of Trustees. Resolutions were passed expressing appreciation for the ten years of service rendered by the president and the members of the faculty and officers who were charter members of the faculty.

THE ALUMNÆ BANQUET

The Alumnæ banquet was held in the dining hall of the Training School at nine o'clock, following the Class Day exercises. The hall was beautifully decorated; the chief color note in the decorations was pink, and pink roses were in evidence everywhere. The evening dresses of the young women gave an additional air of festivity to the hall.

There were about seventy-five of the Alumnæ present in addition to the graduating class, numbering 77; the faculty and officers of the school, and a few guests were present.

Mrs. Carey Warren, of Greenville, of the Class of 1912, better known to the old students as "Marjorie Davis," was toastmistress. She presided with grace and ease. Each of the classes of the past gave, through its president or some representative, a special word of greeting to the new class that was being initiated into the Alumnæ Association.

Mrs. Warren called attention to the fact that this closes the first ten years of the school. President Wright, when called on for a word reviewed some of the significant things during the ten years, and told some of the things that the school proposes to do.

Miss Luella Lancaster, president of the Alumnæ Association, gave an excellent and appropriate talk.

THE MUSIC RECITAL

PART I

Schubert ..... Marche Militaire (2 Pianos)
HELEN WATSON, IOLA FINCH
ALICE BEST, FEROL LITTLE

Moszkowski ..... Serenata
NORMA DUPREE

Coombs ..... By The Rosy Cliffs of Devon
Godard ..... Berceuse from "Jocelyn"
RUTH WHITFIELD

Schubert ..... Scherzo in B Flat
LILLIAN GARDNER

Mendelssohn ..... Consolation
..... Confidence
FANNIE MAY FINCH

Heller ..... Curious Story
MAYBELLE PRIVOTT

Händel ..... Gavotte in B Flat
CHRISTINE EVANS

Taubert ..... Cradle Song
CHORUS

PART II

Chaminade ..... Le Matin (2 Pianos)
PATTIE NIXON, LILLIAN GARDNER

Nevin ..... Barchetta
FEROL LITTLE

Gurlitt ..... Butterfly
MIRIAM BURBAGE

Lynes ..... God Keep You, Dearest
BLANCHE ALLIGOOD

Chopin ..... Waltz in D Flat
CARRIE EVANS

Poldini ..... Marche Mignonne
PATTIE NIXON

Grieg ..... Papillon
MYRTLE MOORE

Victor Herbert ..... Gipsy Serenade
Rogers ..... A Love Note
ETHEL MADRY

Reinhold ..... Impromptu
IVY MODLIN

Von Weber ..... Invitation to the Dance (2 Pianos)
MYRTLE MOORE, IVY MODLIN

The Training School Quarterly

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FACULTY EDITOR.....MAMIE E. JENKINS

SUMMER TERM EDITORS

VIRGINIA PIGFORD RUTH LIVERMAN

VOL. VI JULY, AUGUST, SEPTEMBER No. 2

Editorials

Summer Term Satisfactory

This has perhaps, in many respects, been the most satisfactory summer term the school has ever had. Practically all who have registered have registered for the full term, as credit will be given by neither the State nor the school for any time less than seven weeks attendance. This removes all of the groups who have been coming and going during the summer terms of the past. There are still some individuals who come and go, but not many. Another advantage is that only those who could be accommodated in the dormitories were admitted. Heretofore there have been a number who roomed out in town and took their meals in the dining hall, or who boarded in town also.

There is an increased air of seriousness this summer that is perhaps more universal than heretofore, though there is always an atmosphere of work at the Training School and during the summer term especially.

Summer Students Working for Credit

The number of students that have been in the school before and are working for regular credits in the school is noteworthy. Forty-nine registered for the first term of the Junior class, and thirty-five for the third term. (The second and the third term of the Junior class have been given in alternate summers, hence there is no second term of this class offered this summer.) A number of these will doubtless return to the school until they complete the full Junior work, and some of them will enter the Senior class in time.

A progressive course of study giving a chance for conscious, planned development, is what the school has always offered the summer students, and they have always advised the students to take consecutive courses. Haphazard study, attendance just for the sake of fulfilling the minimum requirements of the law, is less than worthless and has been discouraged.

The law requiring teachers to attend either a summer school or an institute is not for the sake of imposing punishment on teachers, but for the sake of prodding the indolent or indifferent teacher to bestir herself and keep brushed up so that she can get and give more. A marked change is noticeable in the attitude of the teacher. Whether or not it is because she has prospects of being better paid and therefore is taking pride in proving she is worth more, or whether it is because she feels that she cannot compete with the teachers who do study and keep up, it is difficult to say, but the fact remains that there is improvement. One fact remains, teachers are planning their work for credits, more than formerly, and with a look to the future. They are still eager for any methods or devices, anything that will help them in the actual schoolroom, but they are also more conscious of the fact that they need the fundamentals, the principles.

Personnel Student Body

The personnel of the summer student body is always interesting, and never seems to be the same any two summers. This summer the number of young girls just out of high schools that are studying here is a matter worthy of comment. There are about twenty per cent more students that are under twenty-one than there are over twenty-one. Only about a third of the student body is over twenty-one. Hardly fifty per cent have taught. This means that considerably over a hundred new teachers will go into the schoolroom the first time next fall.

There are more high school graduates this fall registered for the regular Junior courses than ever before. That is a good sign. Most of these intend to pursue a regular progressive course of study, going forward year by year. These younger students have a quickness for response, and a dash that is inspiring to the older, more cautious and conservative, experienced teachers; the older ones hold back and give the weight of experience to their more venturesome classmates. In this connection, therefore, there is good team work being done.

Nine Delegates to the Y. W C. A. Conference

Nine representatives from this school attended the Young Women's Christian Association Conference at Blue Ridge. Four were sent as regular delegates, that is, the Association paid a portion of their expenses, and five went as volunteers, paying all of their own expenses. These young women were as follows: Delegates, Marguerite Hensley, Ruby Mercer,

Nonie Johnson, and Inez Frazier. The five who went of their own accord were: Ruby Daughtridge, Elizabeth Bass, Callie Ruffin, Roland Martin and one other.

Maryland's Plan for Teacher Training

Maryland has a plan that will go into effect in the fall, the beginning of the school year, by which a system of exchange between the seniors in the normal school and the teachers in the rural schools is inaugurated. These will exchange places for one term, thereby enabling the student-teachers to put into actual practice in the real situation their normal school training, and the teachers to go into the normal school directly from their practical experience and get help in meeting their problems. This will work for the good of both, and the schools will reap the benefit.

President Wright, of this school, is given credit for this idea. Some years ago when the superintendent of Maryland, M. Bates Stephens, visited this school the plan was suggested, and Mr. Wright has hammered on it from time to time.

This seems to be an ideal way of getting practical experience and training combined, and the experiment will be watched with great interest. We promise to keep up with it and report to the readers of the QUARTERLY the progress.

Ten Years of Service

This school has reached the end of its first ten years—ten full years of service, all the year around service. This means four terms a year—fall, winter, spring, and summer—with only six weeks of vacation each year, just time enough for housecleaning, going over machinery, and shutting down for a careful investigation of every part of the plant so that it may be in working order for the next forty-six weeks.

At the end of every ten years the nation takes the census; at the end of our first ten years seems a convenient time for our census taking.

We cannot refrain from taking an inventory, checking up our accounts with the world, taking stock, listing our assets and liabilities, as we look back on the ten years and compare our present estate with that of ten years ago. We can judge fairly well the use we have made of the capital we started with, and, after doing this, we can better plan for the decade ahead. The facts and figures from the records tell a story of achievement in numbers that would convince the most skeptical that we have been at work. While we have never made any attempt to boost our numbers, we have had, ever since the doors were opened the third year, more applicants than we could accommodate, and some years have turned away half as many as were admitted. There has never been a

solicitor in the field to get students. The advertisement that the school counts on the most is the students who go out from the school.

Five thousand eight hundred and ninety-six have been enrolled during the ten years. This does not mean that this many different students have been in school here, but this is the total enrollment. A rough estimate based on casual observation of old and new students each year shows that this means, at the lowest, 3,500 young women; 2,639 of the 5,896 have been enrolled during the three consecutive terms making the regular year; 3,257 have been enrolled during the summer term. 399 have graduated from the school. Note that this is an average of forty-four a year.

The number that have taught in North Carolina is practically the same as the number enrolled. Counting is easy, but the results of these figures it is impossible to estimate or even to guess at wildly. But this petty known indicates a vast unknown.

Our numbers have never dropped below our capacity in spite of the war and the shortage of teachers. We expected to feel a marked difference in numbers as other occupations lured girls away from the schoolroom, but there has been no perceptible evil effect.

The building has been confined largely to enlarging the buildings here at the opening, according to the original plan. There were six buildings on the campus when the school opened. Two others have been added; a modern school building for the Model School, and the president's residence. Additions have been made to all the other buildings except the Infirmary and the West Dormitory. Plans are now well under way for completing the buildings according to the original plan, and then we will have to begin a new era of building.

The campus has worn off that newness; the back of the campus is now a beautiful, open, well kept stretch of woods, instead of a snaky wilderness; the front campus is a lovely grassy lawn, dotted with shrubs and plants large enough to be decorative, and with trees large enough to attract the birds and to furnish spots of shade.

The faculty has grown from the eight members that met with the president at the first faculty meeting at the opening, to the twenty-five now. It is significant that of the original eight six have stayed the entire ten years, and one of the other two has returned to the faculty. What other school can say that at the end of ten years only one of the original faculty was lacking? The official staff has grown accordingly. Few new departments have been added, but the original departments have been extended and developed. The pedagogy department for instance has expanded from one-half of one man's time to three full-time teachers, the county and city school superintendents, and a seven-teacher graded school. The chief work of these first years has been getting the foundations laid. The reputation is now established, the school has developed an individuality, and has proved its right to existence.

One thing, above all others, that can be said of the school is that for the ten years it has clung tenaciously to the one purpose for which it was established. Not once has its leader, with those associated with him, lost sight of the fact that this school came into being for the special purpose of training teachers to teach in the primary and elementary schools of the State. Ever before us has been the vision of the thousands of children in the rural districts and small towns of North Carolina.

"To serve" was the motto we chose that first year, and we can conscientiously say that we have tried, with all the faith and power that was in us, to live up to it, for the motto gives our sole right to existence. The motto leaves a broad field of service possible, but the charter limits very definitely our field of service. When we of East Carolina Training School say "To serve" we always have a mental reservation somewhat like this: "To serve the State of North Carolina, and the nation, and the world of nations, by taking from the high schools young women who are going to teach, and giving them two years of such training as will fit them to make efficient teachers in the elementary schools." Every phrase in this has sufficient suggestiveness to furnish a starting point for discussion, or full treatises on education, but the purpose now is not to interpret what this *may* mean. The attempt is only made to show some things the school has done, and some things it has stood for throughout these ten years, and by these one can see how the school has interpreted its mission, and its motto.

We make no extravagant claims about what we have accomplished; we know that we have not brought about a millenium, but we do know that he have worked honestly, earnestly, continually, and zealously for the children of North Carolina. We have tried to see the schools and conditions as they actually exist, and to know the young women who come here for training as they really are. We have not dealt with ideal situations, nor with theoretical conditions; neither have we based our work on what the students who come to us ought to know, according to mapped out courses of study. We have worked to make conditions better, and to put teachers into schools and into communities who will help to build up both.

No claim has ever been made that we could make a *good* teacher out of a person who has little knowledge and background, or out of one whose only claim to registration is "seventeen years old and going to teach next year." The claim has been made, however, that, if such a person is bent and determined to teach next year, and she can get a place, we could make a better teacher of her than she would have been if she had not come to the school.

As to "standards," the school has had standards, and high standards, but not the old standards by which a school has too often been judged, the amount of classical lore a student has gone over, the number of books studied, and the actual time spent on subjects. An honest and

earnest effort has been made to get at what a girl can do. She is naturally judged somewhat by what she has done, but occasionally a young woman comes who has not had the advantages of a modern high school, has not covered the full amount of work, is weak in form that depended on drill, but she is mature, she has a good mind, she has ability, and with careful assistance she is able to catch up with those who started the race without handicaps. Sometimes a girl who has failed to find herself, has been drifting along doing little in high school, catches inspiration in a new place, and drives ahead.

There have been, and still are, in the summer term, courses offered that are frankly emergency courses, but when the need for these courses passes they are abandoned. The summer term in the school has been one of the most important factors of the school in assisting the teachers of the State to become better teachers. Note the fact that it is a summer *term* not a summer *school,* and the word *school* is used only when the student body is referred to as *school.* This is not something separate and apart from the work of the other terms. The work of this term counts for as much as that of any other term. All of the courses offered are continuous, progressive courses, and credits are given for the completion of any unit of work. Every August diplomas are given students who have been able to complete during the regular year all but the last term of their Senior year. Some students have made the first year of the two years professional course during summer terms and have entered the Senior year thoroughly prepared. Students who have come from high schools that do not complete the required work for entrance to the professional course come in the summer term and make up the deficiencies and thus save themselves a full year in school.

But the chief work of the summer term has been to take the teachers straight from the schools with their unsolved problems in mind, and they come here to try to find the solution; they come for inspiration, for getting at the root of things, for getting more knowledge or getting it in a new way, for a deeper understanding of principles, for a chance to increase their power. They go straight back into these same schoolrooms, and put into practice immediately what they get here. Three thousand two hundred and fifty-seven teachers have been enrolled at summer terms, many of whom have come back summer after summer, stronger, more confident, every time, going forward with progressive courses. We have been able to get from these some idea of what the school means to the teacher in actual service.

Some few have dropped in who thought the requirements of the law could be met with little effort, just by sleeping and eating in the vicinity of the school for two weeks and by sitting on classes the minimum number of hours, but, thanks to the law-making powers, that is no longer accepted as "attendance," but even before the law was changed, the number was growing fewer every year. There is no "campus course" here,

and there are few distractions, so those who are not in earnest find no inducement to return. Some teachers of the so-called "half-baked" variety have gone out from here, of course. The school has not found a sure recipe for making and baking teachers that always turns out the the same. The ingredients for teacher-making cannot be standardized as are the ingredients of bread, therefore, the finished product cannot always be the same, and none would have it so. There have been disappointments in young women from whom the school had every right to expect much, but there have been equally as many pleasant surprises.

There are some claims we feel that we have a right to make. The young women we send out go forth with increased respect for the profession of teaching; they have a vision and little children are the figures in the vision; they have some idea of what they are going into, and some knack of handling situations; they have working principles, and have applied them sufficiently to know how to work them; they have the power of creating their own devices, or of adapting the ideas of others, and have some sense of obligation to the community in which they work, and to society.

The above is no attempt to write a history of the ten years, but to indicate some of the things that we have tried to do and to interpret the spirit. There is nothing new in it, we have been repeating over and over throughout these years our aims and ideals, but reiteration makes an impression. The first decade has been spent on beginnings, marking out the trail and setting the pace. Henceforth the way seems open and the school is ready to "carry on."

Suggestions

Write Your Own Plays and Pageants

The dearth of desirable material for entertainments is a source of much worry to the average teacher. What play shall she give for her community? What entertainment for her school? In her endeavor to solve her problem she seeks the play catalogue, plays are ordered, and they arrive. To her sorrow, she finds the big prize play totally lacking in those qualities that make it worth while for her purposes. The school entertainment made up of a medley of songs and recitations is good occasionally, and the parents of little Johnnie and Susie are always entertained when their children do the singing and reciting, but the community soon grows tired of this type of entertainment and prefers something that is more of a unit and seems to have some purpose to it. If a child is given only Mother Goose rhymes to read his interest stagnates and his literary appreciation does not grow; so it is with a community. You then should recognize this and be guided in your choice of material for entertainments accordingly.

You, as a teacher, acknowledge the fact that education should develop one's appreciation of truth and the beautiful in music, nature, and art, yet when your community asks you for an entertainment that will help them to develop along these lines you give them a stone instead of life-building bread. Are you being true to your ideal of good teaching? The tastes and ideals of an entire town can be uplifted by a series of carefully planned and worth-while entertainments.

In the summer of 1918 when the call came from our Red Cross for every loyal American to get to work, we organized in the town of Enfield a dramatic club of seven members, each of whom pledged his time and talent to the raising of funds for the Red Cross. Two weeks were squandered in the reading of prize plays, but in vain did we read. In desperation, six members cried, "Write" and the seventh wrote. Result: a four-act comedy; scene, in Halifax County; characters, drawn from life; events, imaginary. The time spent in planning and writing the play was only three days. It was presented with great success in a number of towns.

The recipe this writer uses in writing a play may be of interest. One main character comes into mind; he is seen in a number of different situations; these situations involve other characters, and they begin to develop certain peculiar traits of character; suddenly, the plot, with its climax at the end of the third act in a four act comedy, or at the end of the second act in a three act comedy, seems to unfold itself. Each character must remain true to type all the way through: for instance, if a typical college woman who lives on an exalted plane

comes into the first act, she must maintain that same plane until the final curtain; if Sambo is a dunce in act one he would hardly become wise in act two, unless the events of the story cause the miraculous change. No minor characters should have a place in the play unless they help to tangle or unravel the main plot. After every detail of the plot is carefully planned, then comes the actual writing out of the dialogue. The more rapid this writing the more satisfactory the results. The play must amuse, entertain, and at the same time, be worth while.

Every community in North Carolina abounds in folk-lore. At many a cross-road in North Carolina there is dormant abundant material for an historical play or pageant. The stories of Black-Beard, of John Paul's visit to the home of Willie Jones, of the Edenton tea-party, of the Croatan mystery, of Sir Walter Raleigh, of the Mecklenburg declaration, of the Ku Klux Klan—all these and many more furnish excellent material for school entertainments. Talks with the older people will often reveal a vast wealth of such material. The exact string of facts is not necessary. First, hear the tales, then read up on the history so that you may get the exact historical background; then mingle tales and history with imagination and dramatic sense, and the result will prove satisfactory.

The dramatization of familiar fairy tales is very simple and always proves successful for school entertainments. This is certainly the safest ground for amateurs. This division of the story naturally determines the acts, and, as the plot puts the climax in the right place, practically the only consideration is the dialogue.

In our club, we had little time for practicing and wished to get up something quickly for the purpose of raising funds, therefore sometimes we wrote the play so that grown people could take all the parts. We did this with Cinderella, two grown people taking all the parts, one lady acting the roles of the elder sister, the fairy godmother, and the prince; another taking the part of Cinderella's younger sister, and the king's herald. The success of a double role depends entirely upon the skill of the actors. Double parts are beyond the ability of the average child.

The stories dear to children never cease to charm. Dramatizations of King Arthur, and the stories of Frances Burnett and of Louisa Alcott, make a stronger appeal than a tacky party or Black Sambo minstrel. The party and minstrel, however, have a place, of course.

As there is such a wealth of usable material within the reach of every teacher, why not use a little of it? If you arrange your own plays you are sure to please your community.

The club helps to arouse interest; takes some of the burden from the shoulders of the teachers, and may eventually lead to a community theatre.

URMA BRITT.

Life in a Teacherage

I have lived in a teacherage for the past three terms and am planning to spend next year there. I had been fortunate in having pleasant, congenial boarding places before this experience, but I would not think of exchanging the pleasure and freedom of having my own little home, the satisfaction of having the things to eat that I really like, and the privilege of living my own life in my own way for the old way of being in the home of someone else and having to adapt myself to their way of living. The economy of this arrangement also proved very satisfactory to us.

During the summer of 1916 two of the one teacher schools of Chowan County were consolidated into a three teacher school. Here, as in many other places, there was a problem about living arrangements. A home for the teachers seemed to be the solution to the problem, but there were no funds for building the house. Just across the road from the new building stood one of the old buildings in good condition. Why not use it?

This was just an ordinary one-teacher building, with which most North Carolinians are more or less familiar. It had a vestibule across the front, which was changed into a small entrance with a large closet on each side. The schoolroom proper was divided into three rooms, one large one, which served as living room during the day, and by using folding cots, as bedroom at night. The other rooms were used as dining room and kitchen, having a built-in buffet for dining room and cabinet for kitchen. The people furnished this home with everything necessary for living purposes except bed clothing and table linen. They even furnished us with wood.

I was one of the three who were the first to live in this teacherage, and of course, wondered how we were going to like this altogether new way of living. The fact that we have lived there three years proves that we liked it.

Some wondered if we would not be afraid there, but as a family lived only about fifty or sixty feet from the teacherage, there was no need of fear. Furthermore, we know how to use a pistol and the people around know that we have one, which in itself is a protection.

Our expenses have averaged just about $5.50 each per month. We did our own work, dividing our duties in three parts, that of housekeeper, cook and helper, changing about once each week. In this way none of us had much to do at any one time. One of the things which helped to make our expenses less was the fact that our neighbors' gardens were ours. Also many products from their hog killings and sometimes canned vegetables and fruits found their way to our table. As each of us had studied domestic science, we really enjoyed planning and preparing our own meals.

We enjoyed our little home, for that is what it really meant to us, and the great wonder to me is that more teacherages are not built. Much has been said about what to do with the one-teacher building. Does this offer any suggestion on that problem?

This school has long had the name of Champion Branch, but after we got everything straightened out and in working order, our county board honored us by giving it a new name, the name it is now known by—the Enterprise School. KATE FLEETWOOD.

An Armenian Play

Last March, when our community was asked to contribute one hundred dollars to the Armenians, the teachers of our school, Redwood, Durham County, were asked to take the lead. Were we to raise this money, or were we going to fall down on this allotment? These were two vital questions that confronted us. We knew this meant success or failure, so we determined to succeed. The people of our community said that they were tired of giving. They also said that when they saw teachers coming towards them it signified money. Now, it was our duty as teachers to show them that they could never do their "bit" by giving and sacrificing only at home.

The first thing we did was to study and carry out some scheme in order to bring our community together to discuss and study the conditions in Armenia—a scheme that would arouse the enthusiasm and sympathy of the people.

We decided to give an Armenian play, but could not succeed in finding one; so we decided to revise an old Red Cross play that we happened to have. In the play the characters were all saving money for various things, but in the end were persuaded to give it to the Armenians. In revising this play, we took particular pains to bring out the Armenian drive and substitute Armenia for Red Cross.

The pupils were certainly willing and enthusiastic in the work and practice on this play. Every child told his father or mother of the conditions of this "far off" country—Armenia. They also begged their mothers and fathers for at least a nickel to give to this "great cause." We decided to give the play free of charge and appeal to the hearts and pocketbooks after the play.

Our worry over not having a big audience was certainly needless, because on the night of the play, the halls and auditorium were full and overflowing. All present seemed to take in the meaning of the play and were made to realize that they had not been doing their duty towards their suffering allies. I think that all present gave as liberally as they could afford. In this way we went over the top in our allotment for the Armenian drive. ANNIE PERRY.

War Work I Helped With

Because I wanted to have a place in the past war and because it was impossible for me to go to France, I began to look around to find my work here at home. Finding out the interesting things about people, their work and their ambitions, has always been a hobby of mine, so I saw my opportunity for service to others and benefit to myself in the work of the Y. W. C. A. Because no organization of the kind was near my home I spent the winter with an aunt, who lives not far from Camp Lee, Virginia, and there I became a member of and worker in the Association.

The officials of all welfare associations were well aware that all work and no play made not only Jack a dull boy but also caused the soldiers to lose interest in their work. So entertainments were planned for them and it is here that my work came in; for I had the privilege of serving on one of the committees for planning these parties so they should be home-like and thereby cause the men to want to come to them rather than seek other forms of entertainment they might choose.

These affairs were given each Friday night. Games were played, chorus singing done, and some light refreshments were served, soup and crackers, coffee and sandwiches or punch and bonbons. Every type of man imaginable was represented at these parties, men from all sections of the country, and it was interesting to contrast the difference in personal appearance, in accent and in the conversation of these representatives of the four great sections of our country.

A part of my duty was to see that every guest had a pleasant evening. In doing this I often found men who would not enter into the spirit of the times at first, but after a while they really seemed to enjoy them. This fact I learned later was because some of them did not know how to make friends or become acquainted with people.

Aside from doing things for the well soldiers we had a certain duty to perform toward the wounded men in the Base Hospital. On Sunday afternoons and during the week occasionally the members of the Association went to the hospital carrying fruit, flowers, candy, books, and anything else we had that might add a personal touch to the various wards. Unless one has done this kind of thing he cannot know just how those wounded men feel toward their visitors. Why, their faces would just beam when they saw us coming and the thought came to me that we were living the Golden Rule by doing things for other women's sons, husbands, brothers and sweethearts that we should be glad to have others do for ours when they were in distress and we could not reach them. So real joy came to us through the knowledge that we were really helping someone.

I have been speaking from the social standpoint, but now let me say a word about the devotional side. From four-thirty until six on Sunday

afternoons we held simple vesper services. There was not a single man or woman present who did not enter into the spirit of these services heartily. Someone from the outside always brought us a message. Two of these I remember particularly, one, a discussion of Dr. Henry Cabot Lodge's book "What Men Live By," and the second a report of a speech given in New York on "Is America Truly Democratic?"

When I gave up my work to go back to school it was with a feeling that I was a bigger, broader-minded human being for having mingled with the people who will be the heroes of the history which has been made and is still in the making. ETTA ROWLAND.

"A Chicken Drive"

"A chicken drive"—did you ever hear of such a thing? This was the means of bringing us in a comfortable sum to spend for our school, the Daniel's School, Lincoln County.

Some of the larger pupils and the teachers were talking one day about how to raise money to make our rooms more attractive. It was suggested, partly in fun, that the children could bring chickens and we could sell them. This remark, made in jest, was taken seriously and was the beginning of our chicken drive. The pupils responded so readily and seemed so enthusiastic that we asked each for a chicken. In a few days we had forty chickens, for practically every family had given one. Some who did not want to part with a chicken, sent the value of one in money. We took our chickens to market and sold them. Altogether our "chicken drive," as the children called it, amounted to about $49.25.

We felt rich. The people had donated liberally to help remodel the school building and equip it with heavy furniture, and we had hesitated to ask for money right at the first of school, although there were two old rooms that looked shabby beside their new neighbors. Now our chicken drive gave us funds enough to carry out our plans for improving our rooms, which was done, and how happy we all were! We felt so elated over our success in raising money that we had entertainments of various kinds during the year, by which means something over $300 was made. With this we purchased brooms, dust-pans, floor oil, cement for floor of porch, water coolers, teachers' chairs, lamps, etc., and also finished paying for piano bought just before school began.

Many teachers complain that the community does not coöperate with them. Our community had done such fine things for the school that we felt that the teachers themselves must show the people that they could do something. So, under the leadership of the principal, much was done for the school. It is needless to say that teachers and people appreciated each other.

BESSIE DAUGHTRY,
Teacher Primary Grades.

Getting the Cooperation of the People in My Community

I found that getting into my neighborhood before school opened and learning the people helped me more than any other one thing during my first year in teaching. I went to my school three days before time for the opening, visited the home of every child that would be in my room. As a result, all three of the committee and about a dozen women helped with our opening exercises. I knew something about every child in my room. I had a clear idea of the homes they came from and we were not strangers when we began work. We had the confidence of the people and they never failed to help us out in anything of interest to the school.

Among those who were always at hand was a Civil War veteran, an old man unable to work. His little grandchild was in school and he was very much interested in her, often coming with her in the morning and remaining through the opening exercises. He also came two or three afternoons during the week to go home with her. He always took very great interest in our work, often staying through the entire afternoon. His presence did not seem to interfere with the children at all. They made him an honorary member of their Literary Society. He told them stories of the war and the part he played in it, and answered questions the children would ask about the war and old times. His talks were not long and tiresome to the children—they really seemed to feel as if he was one of them, and he had the knack of making them feel that they were living through the scenes he lived over again in telling his stories.

One means of getting the community together, no doubt, was when we organized a Literary Society, called the Edgar Allan Poe Society, (the name that seemed to me to make it a part of the Training School). This society met twice a month. Once each month we gave a simple program. We tried to get the children so they would get up and do something in public. This society included every child in school and several honorary members. The wives of the committeemen were honorary members and were regular attendants. The little folks dramatized stories and recited some of the poems they had had in class. The older children often told stories or read suitable selections. We usually tried to have something that came appropriate to that month, as Arbor Day, Washington's Birthday, Thanksgiving, etc. The children did good chorus singing, so we had good music. The principal taught piano. She encouraged the children to work hard so they could get up good music to play in society. We usually had a number of visitors as audience. We invited the people of the community to act as judges, and we never had any trouble in getting them to serve.

I felt that my chief claim to success my first year was due to the fact that I did get the coöperation of the people of the community.

ADA M. CREDLE, '17.

How One Boy Became Interested in School

"I can't never do what I want to, it is always what the teacher wants."

I was walking around the room giving individual attention where needed, when the above reason was given me for not doing some work I had assigned. The time has been when I would have resented this and thought it impudence; but something in the serious little face of the boy put me to thinking. He was older than his classmates, but not as well up on his work. He felt too big for the work I had assigned. From that day I racked my brain to think of what to give the class that would help them and at the same time interest him. I found him easy to please, if I would lead him—but he simply would not be driven.

His English papers were very poor at first. He did not use capital letters for his own name. I got him to notice how other people wrote their names and told him to have more respect for himself if he wanted to be respected by others. I found that he was sensitive and proud. It is needless to say I never had to call his attention to that many times.

He was especially fond of writing letters. On one occasion I had them write their fathers, telling where they wanted to spend their vacation. They had to decide for themselves where they wanted to go and why. He liked to write to real folks and tell them real things he did and wanted to do. He was a farm boy and liked to write about his mule and plow. He would bring that mule in whenever possible.

Putting him on Friday afternoon programs was another way of developing his individuality. He always said he did not want to be put on, but I could tell by the expression on his face, how pleased he was. It was hard for him, though. One of his classmates was especially bright, and he tried hard to get his part up as well as this boy. He was the most willing worker I ever saw; if one once gained his love he never tired trying to do what one wanted him to do. And he had never cared for school before. His mother said he always wanted to stay at home and work. This same boy before long was saying "If you want me to do it, I will try."

MARY GATLING.

The Advantages of Remaining in Your Home Town

FROM THE TEACHER'S STANDPOINT

The advantages of teaching in one's home town are many, and below I shall give some that come within my experience. As I am the only teacher who has been in our school from its beginning, the new principals and teachers naturally turn to me for information as to the former management and customs of the school. Occasionally, former pupils, seeking employment or applying for college entrance, need a complete record of their work and I have been of service in supplying this.

Because I know each boy and girl, not only as a pupil but as an individual, I feel a deeper interest in these boys and girls, who are to become the men and women of our town, than would be possible for a new teacher to feel.

Someone may say there are objections to remaining in one's home town. To these, I say, the tactful teacher will find a way to overcome the objections. She will wait to be approached by the new principal before giving advice lest she seem too officious. Another may suggest the danger of the teacher's becoming involved in personal affairs, I answer that the teacher, who has the good of her work at heart, will not allow her feelings to control her actions in such affairs, but will rather use her influence in bringing about a harmonious settlement of any difficulties.

HELEN GILLAM.

Making the Children Feel at Ease

One of the first problems for a teacher to solve is, to make the children feel at ease. Beginning the past year in school, I had two little boys who came to school for their first time. They were very timid and frightened looking for the first two days. I didn't say very much to them but watched them each time I told stories. I knew this was the trouble I had to overcome with these two boys.

Many children before they begin school have been told by their parents or older people that if they do wrong in school they will be punished. This causes the children to have a horror and dislike for the school and their teacher.

At the beginning of my school session I always make it a point to select a story I think the children will like. I believe this is a very good way to make the children and teacher feel at ease.

MARY WILLEY.

The Pie Party

We had a nice two-teacher school building in our community and we wanted a piano, so we got together and talked it up, and finally decided to buy one on time, the teachers and ladies promising to raise two-thirds of the money.

As the other schools had been having box parties we wanted to give something new. At first it was rather difficult to decide just what kind of an entertainment to give. We wanted to show folks what we could do with the piano, so we had the piano sent out.

One of the ladies made the suggestion that we give a musical, then afterwards have a pie party. We were very much pleased with this suggestion and at once went to work to give this entertainment.

The girls were asked to make one pie each—any kind of a pie—such as lemon, apple, mince or peach. Some of the girls made fancy pies. We had about sixteen pies in all. We gave our musical first then sold the pies. The person paying the most for a pie got it and had the privilege of eating it with the lady who contributed it. This was something entirely different from anything that had ever been given near us and the people enjoyed it very much indeed, and we found at the close of the evening that we had realized a good sum of money—more than enough to make our first payment. LAURA HOLLOWELL.

Mother Oak's Daughter

Mother White Oak lived on a bank above Tar river on the last bluff before we reached the sea. The rolling yellow water was at her feet on one side and around her were fields of sweet potatoes and cotton. Along the river and the edge of the field grew other trees—tulip, cypress, sweet gum, and especially water oaks, so she had plently of neighbors.

One could easily know Mother White Oak from her neighbors, even in winter when she did not wear her pale-lined leafy cloak. Always she had a short, pale gray trunk, its branches broken into shallow fissures and scaly ridges, and her lower branches broad and spreading. She looked strong and dignified as if she could stand a great deal. Summer and winter she wore a long gray veil of Spanish moss and in the gay springtime pink and silver gauze before she put on her long green summer cloak with its pale lining.

Mother Oak had a large family of children, so many she could not find names for each one so she called them all acorns. Each one had a little cradle and the wind rocked them all to sleep. The little acorns did not stay at home very long but in the fall went out in the world to seek their fortunes. Each acorn was wrapped in a traveling case in which Mother Oak had also placed a lunch. Many of the little acorns just stayed near Mother Oak. Some of them grew well, boys stepped on some, squirrels carried away many to store for winter and that was as far as they went.

One little acorn was carried away by a blue-jay and dropped at a corner of a fence when the jay went to find out about the noise in the pine tree. The little acorn lay on the soft ground for a long time, then he carefully put one little white foot through the opening of his wrapping case. The ground was very soft and the little acorn pushed his foot deeper down, down, drawn by that force by which the great earth draws all plants, small and large, to its heart. Then the little acorn spread out the two thick rich leaves Mother Oak had put in his traveling case. They made an excellent lunch for him until he could make his own food. One deep, strong root grew like an anchor into the ground

and many tiny rootlets and root hairs spread out around it and sent up water from the ground.

Now the little acorn had a tiny cloak of leaves. It was not like the cloaks we wear—oh, no, it was a magic cloak. Each little leafy part gathered in sunshine and air, mixed it with the water sent up by the roots and so the little plant was fed. It grew slowly, much more slowly than a little boy or girl grows; when it was a year old it was not nearly so large as you are when you are ten.

An oak tree does not have to grow quickly, because it has a very long time to grow for its life time is much longer than human life.

So this little acorn grew and grew. He wore a pale lined green cloak in summer and a gauzy silver and pink one in spring and a plain grey bark dress in winter, but he never wore the long veil of Spanish moss because he did not live near the river fogs and the Spanish moss is another story, anyway. The little oak wore mistletoe on its branches, which grew there as the tree itself did out of the ground, and the oak tree fed the weaker plant; but the mistletoe is another story. So it came about that the little acorn grew to a strong dignified tree like Mother Oak.

MYRTIE MORSE.

Reviews

Educational Work of the Boy Scouts, by Lorne W. Barclay, Director of the Department of Education, Boy Scouts of America, gives some interesting facts concerning the scout movement. Scouting was started in the United States in 1910 and since that time it has spread, until now there is not a single state, and scarcely a county, in the country in which it is not firmly established. Its popularity is well merited, for it not only trains the boys morally, mentally, physically, spiritually, but Dean Russell, of Columbia University, claims that it is the "most significant educational contribution of our time." It is centered around the boys' interests and teaches them in such an attractive manner that they learn unconsciously. Furthermore, as one professor so truthfully expressed it, "Scouting has done what no scheme has ever done before—made the boy want to learn."

The main purpose of the movement is to develop character. It strives to plant, deep down in the hearts of the boys, high ideals of "courage and honor, cheerfulness and kindness, loyalty and obedience, cleanliness of mind and body, faithfulness to duty, devotion to country, reverence to God." The scout is trained to take care of himself and others, to think quickly and to act quickly in an emergency, to be able to bear responsibility. Because of this training he becomes a good citizen and, if necessary, a good soldier. (The Boy Scouts proved themselves indeed little soldiers during the late war, in their active coöperation with all the great patriotic agencies.) The importance of the scout movement has taken such a hold on the country that such schools as the Universities of Columbia, California, Virginia, Wisconsin, Boston, and New York, are offering courses in scoutcraft and recreational leadership. This is well, for, under able leaders, the boys, taken at their most impressionable age, may become noble citizens, the pride of America.

MARY VANN O'BRIANT.

The American Spirit In Education, by C. R. Mann, Chairman Advisory Board Committee on Education and Special Training, War Department. This bulletin gives the evolution of the American spirit as it has expressed itself in different types of schools. America inherited most of its educational spirit from Europe in the early ages but from then until now it has gradually adapted this spirit more closely to the needs of life and to the spirit of service in America. The war through which we have just passed has afforded unusual impetus to unify the life and work and education of America more completely than has ever before been possible. The life of Benjamin Franklin is used as a good illustration of this American spirit of education. His power of expression was not a gift of the gods, which sprang full-grown from the brain of a genius but it was the result which he acquired to satisfy a personal need in his every-day life.

Industrial education is chosen as a type which Americans have paid much attention to. The public responsibility for *industrial* education first appeared in the Elizabethan age when the rich people were taxed for the purpose of training poor children so that they might become economically productive and self-supporting. This spirit has gradually become more and more impressed upon the people as they see the real necessity of such responsibility. The eighteenth century was characterized by a gradual development of industrial production accompanied by a widespread discussion of ways and means of enlightening workers. The century was thus a period of incubation of

ideas which soon began to express themselves in material form. During the early years of the nineteenth century progress consisted in the achievement of the ideals that developed during the previous century through trade journals and magazines, county fairs, and several schools for training in the mechanic arts. The young Nation had become industrially independent. The latter part of the nineteenth century was marked by the rapid growth in industry and increase in inventions. Along with this was growing a great interest in educational reform. Several schools for training in industrial arts were established by funds which were voluntary gifts to this cause. The foundation of a distinctively American system of Education had been laid. The Civil War caused an increasing progress in this movement because it made clear the importance of industrial production in the development of national strength. The one thing which hindered the progress in the educational spirit before the war was that idea of the old college traditions and signs that manual labor is unbecoming to a gentleman. This check in progress was somewhat removed after the experiences of war.

It is made clear that the progress that was made during the present war was possible because the management of the schools was centralized in a single organization under military control. Since then the control of education has been vested in privately owned and managed institutions. Therefore, we can plainly see the need of some coördination of the varied elements of control. The one great task of our nation today is to establish a federal educational council or department of education in order to unify the school system. If such an organization should be accomplished, education will advance rapidly toward the realization of a national school which may safely serve as a protection of a lasting democracy. OLLIE MOORE, '20.

Rural Education, H. W. Foght. Bulletin No. 7, 1919, Bureau of Education. (Below is given in brief the substance of this valuable study. It supplements the article by Dr. Joyner, printed elsewhere in this issue. Rural education and the war emergency show that the war has served to accentuate many marked weaknesses in our rural school system.

The Commissioner of Education reports that about one-half of the nation's children are enrolled in the village and open-country schools. So far as the open-country schools are concerned, fully two hundred thousand of these schools may still be classed as one-room schools of the pioneer type, which but poorly meet the needs of modern agricultural life. Recent educational surveys have disclosed that in certain states the level of school education must be measured by about six and one-half years of school attendance for the villages and less than five years for the rural districts. This perhaps means that the entire course actually covers only that time. Such limited education cannot furnish the intelligent leadership required at this present time.

A general reconstruction of rural education is likely. The World War brought home to the general public what educators have long known, that there are in the United States between five and a half and six million illiterate adults, and that more than one-half of these people live in rural sections where there are little or no school facilities.

The war emergency, therefore, found rural education poorly organized to cope with problems of war and the reconstruction period which will follow. The period of isolation in American rural life is gone, and the period of international commercial agriculture is at hand. This demands an organized agricultural life based on the right type of educated leadership, and this can come only through the best kind of rural school education.

Federal aid is needed for rural education. The war emergency attracted the best teachers to government activities and the draft called many of the best men teachers to the country's standard, therefore progress in education was handicapped. Many of these teachers will never return to the schoolroom. These conditions are too serious for the ordinary locality to have to handle, but should be left for national consideration.

To aid development of education the national system must include the following: (1) All year schools organized to meet the needs of all people; (2) teachers of good academic and professional preparation and broad teaching experience; (3) teaching process, preparing the people to meet the responsibilities which confront them.

There has, however, been progress in the administration of rural schools. School organization has developed in different sections of the United States. In pioneer days school organizations was wholly a community enterprise, each family supporting its own school. From these often far-separated group centers, school organization began as an outward development. This has given the country three distinct types of school organization—district, town, and county. Professional supervision of rural schools must come. Some real progress is being made in many states in professional supervision. In some there are expert supervisors working under the direction of the county and district superintendents. In others there are the so-called "helping teachers," or "supervising teachers." This is bearing good fruit. A better type of school consolidation is coming into being. It is probably safe to say that the period of experimentation in school consolidation has passed. The movement has now been accepted as good national policy.

The consolidated schools of Iowa are, most of them, of excellent type. The following is a summary of school consolidation in that State: Up to June 30, 1917, 235 consolidated districts were organized. Thirty-five thousand boys and girls have passed from the one-room school to a standard graded school. The advantages of the standard high school have been given to 6,500 boys and girls. About 3,700 of these high school boys and girls are from rural districts. The rural school course of study must be distinctive. Fortunately, many states are beginning to plan distinctive courses for the rural schools. Louisiana and Montana may also be mentioned as having attained marked success in their distinctive rural courses.

The teaching rewards must be greater. Salaries ought, accordingly, to be based on the kind of certificate held. There should in every state be a legal minimum salary for each type of certificate. Similarly a second year in the same school community ought to be awarded with a State grant of a definite sum, say $5 per month; a third year with double the above sum; and the fourth and each subsequent year with treble the first sum.

Several commissions have been organized during the year for the advancement of rural education and life. The most important of these organizations are here noticed:

The National Country Life Commission. Committee on study of consolidation and rural high schools in the United States and Canada.

The Bureau of Education Committee on rural course of study.

The committee on Rural Education appointed by the National Education Association at its regular summer session. The committee comprises representative educators headed by our own Dr. J. Y. Joyner.

A number of publications on rural and agricultural education have been compiled and distributed by the Bureau of Education during the past year. There are thirteen bulletins of the bureau on rural and agricultural education; these are listed at the end of the bulletin. RUTH LIVERMAN.

In a French Looking Glass, by David T. Mason, in *The Saturday Evening Post* of May 31, 1919, gives a most interesting account of the American soldiers as seen by the French school children. This article was evidently written to let the American people know what the French thought of them, the impressions they made.

When the American Expeditionary Forces went to France in October, 1917, there were about eighteen hundred Engineer Forestry troops. Several thousand of these were sent to different parts of the Landes. One battalion was stationed at Pontenx-les-Forge, a village on the Atlantic about sixty miles southwest of Bordeaux. During their stay here, the French people of that community were very friendly toward them, and the American boys were especially kind to the girls, mothers, and children. In Pontenx, the writer became acquainted with the schoolmaster and his wife. In January of 1919, the schoolmaster had his children to write compositions describing the visit of the American soldiers. They did not know they would get into the hands of Americans, so they expressed their own opinions freely. It is translations of these compositions that are published in this article.

The subject of the compositions given the children to write about the boys of this battalion, was: "American soldiers have been with us more than a year. What shall we say of them in after years to our children?" Judging from the similarity of the forms of many of the letters, there must have been some questions suggested to the children by the teacher. These were probably something like the following:

What are some of the things that impressed you most, on the arrival of the American soldiers?

What are the habits or characteristics of the soldiers?

What are the things that we French have learned from them that will help us considerably in our future?

This must have been given in Language work. The letters were written by children from nine to thirteen years, but they must have had considerable help as their expressions are such as would come from high school students, or the translators used great freedom in turning the letters into English. They were translated so as to give the thought of the children, but were evidently put into the translators' own words, by a professor in the University of California and his students in French. The general impressions of most of the school children were as follows:

"The Americans were very kind, generous, loving, lovable, neat, and clean." Children would naturally think they were kind and generous because the soldiers often gave them cakes, candy, and even dolls when they could get them.

"They were especially thoughtful of their mothers and people at home."

"They are a very industrious people, knowing how to use large machinery in place of their hands, keeping them from getting tired like the French people do."

"They are larger and stronger built than the French are."

"They are not scared of adventures and don't mind spending money."

"They are sometimes a little too intemperate and gluttonous about their eating."

A number of them gave their first impressions of the soldiers, and some things that they said of their arrival were:

"I said to myself the day the Americans arrived, 'It is good, the action which America is taking. She remembers LaFayette and Rochambeau.'"

"When the Americans arrived they had no sawmills, so they went out at night to operate the little French sawmills in the vicinity."

"The Americans came to defend us against Germany, who for a time threatened Paris."

What they said of the disposition of the Americans is significant:

"The Americans have great love for their mothers. They are very grateful for favors, polite, well mannered, industrious, but some are intemperate."

"The Americans are good. They give candy to the children, spoiling them a little too much."

"The Americans do not mind spending their money. They are over fond of eating."

"The Americans are light-hearted, they often laugh uproariously."

The cleanliness of the Americans impressed them greatly:

"The Americans take a shower bath and brush their teeth every morning. This has taught us to be clean."

"Every morning, I see them washing and rinsing their mouths; it does not matter whether it rains or freezes."

The ways the Americans have helped us:

"The Americans have taught us many things and especially in industry."

"At an American sawmill, nearly everything is worked by steam or horses and ours is worked by hand."

"We have learned especially from them the use of large machines."

Time and again, reference is made of the fact that the Americans work without getting tired. And are impressed with the fact that they make the machinery do the work.

FEROL E. LITTLE, '19.

Education in Great Britain and Ireland is a bulletin, by I. L. Kandel, issued by the Department of Interior, Bureau of Education. In this we find by the enactment on August 8 of the Fisher Educational Bill the first step has been made toward the realization of the program of social, economic, and educational reconstruction that is to follow the war. There is a division of schools as follows:

Elementary
Secondary
Continuation

The curriculum of the elementary school is practically on a parallel with the elementary schools of America. The compulsory law forces attendance from 5 to 14 years of age without exemption. There are nursery schools which provide for the care of children from 2 to 5 whose mothers are employed.

The aim of the secondary schools is a liberal education, with a wide curriculum including literature, science, mathematics, art and practical work. It is semi-vocational providing a gradual ascent to a vocation after the age of 16.

The continuation or evening schools are provided for those from 14 to 18 who are employed. Attendance is compulsory up to the age of 18 with some

exemptions, viz, those who have completed secondary schools and those who have passed matriculation examinations for University.

Realizing the importance of the national asset, school children, medical inspection is required at four periods of the school life:—at entrance, in the third year, in the sixth year, and at leaving.

The minimum salary for elementary teachers is $500 for men and $450 for women, with increases provided at stated intervals. The salaries in secondary schools are higher according to position and number years of service.

The superannuation act of 1918 is provided for those teachers who have reached the age of 60 after 30 years of service under certain conditions as laid out in the law.

The text of the Fisher bill is given in full in the bulletin, also the text of an education act for Scotland, which is similar in many points to the English bill.

Ireland, affected by the rise in standards of education in England and Scotland, has found the need of elevating its standards, but progress is handicapped by the political upheaval. LENNA FLEETWOOD.

Thrift in the Schools is a pamphlet giving an outline of a course study for Elementary Schools. This pamphlet, prepared by the Savings Division, War Loan Organization, is full of excellent ideas for training the children in thought and habits of thrift for every grade, and has both direct and correlated lessons. This outline is flexible enough to be adapted to the school systems of all localities. With wise administration it should contribute in a large way towards making the future men and women of America a permanently thrifty people. In the first of the pamphlet five definitions are given; the outstanding ones are these:

1. Thrift is care and prudence in the management of one's affairs.
2. Thrift means to get the most for one's time, the most for one's strength, and the most for one's money.

The purpose of thrift is: "To give the child a broad understanding of the specific facts and underlying principles of thrift, to train him in habits of conservation and in the wise use of all his resources, and to create through schools a public sentiment in favor of thrift and economy."

These three methods of presentation are given: Direct presentation of thrift, correlation of subject matter on thrift; and habit formation. Each subject furnishes opportunity for lessons: "Conservation, in geography," "Opportunity in Biography," "Coöperation in history and civics," "Industry and ideals of thrift in literature," "Earnings, savings, and investments in Arithmetic," "Hygiene and Sanitation in Physiology," "Economy and right use of foods in cooking;" and enthusiasm, concentration and singleness of purpose in all subjects. A few principles of personal thrift are: Learning how to keep healthy, how to save time, energy, money, and materials, how to spend wisely and how to invest money intelligently.

Following this is a very practical outline of direct instruction and correlated study for each grade. Of course, no teacher should follow this pamphlet and teach it just as it is given, but every teacher should have the ability to accept things that will help her and reject the things that will not. Real practice in thrift is the goal which every one should strive to reach, and

this pamphlet gives many excellent suggestions that will help the teacher; she should not be satisfied with merely talking about thrift, but should see that every child in the room is putting into practice the things that probably may seem trivial to her now, but are the means of making men and women of America thrifty.

The last part of this pamphlet is taken up entirely with very useful and practical arithmetic problems, problems that can be adapted to any and every locality. This pamphlet is issued for the purpose of helping the people of America, and should be in the hands of every teacher.

GLENNIE WOODARD, '19.

Alumnae Notes

Fannie Lee Speir, *Editor*

Foreword from the New Editor

Dear Girls of the Alumnæ: Our number has grown until now we number three hundred and ninety-nine (399) strong. We are big in numbers; lets be big in works; and make the "Alumnæ News" a real live, wide-awake department.

In the general plan of the Training School Quarterly we have been requested to "feature the Alumnæ Department especially." To do this we will want to know where you are and what you are doing. Send ideas that you have worked out successfully, experiments that you have tried, and unique devices for different effects that you have used.

Remember the next number of the Quarterly is ready for the press about the first week in November. We will want an account of that excellent exhibit you had at the fair; we will want to publish some of the plans for Thanksgiving programs you had; and we will want to know what success you had with your party to raise money. Please send them in!

Now girls, those of you who were at commencement Alumnæ meeting this year took advantage of my unavoidable absence and thrust this work upon me. I shall serve you in the capacity of Alumnæ editor the very best I can, but my efforts without yours will amount to nothing. There are numerous ways you can help and quite a number of them have already been mentioned. Another way you can help is by sending in an account of some other member. Don't be afraid of repetition, for we can use two reports, but if there is no report you see what a position we are in. Yours to serve,

Fannie Lee Speir.

The Alumnæ department of the Quarterly should be truly representative of the Alumnæ of the East Carolina Teachers Training School. Henceforth, it will not be merely jottings of news such as the Alumnæ editor and the faculty editor can get together by much effort, and by keeping eyes and ears open all the time. The faculty editor will retire as much as possible into the background and let the Alumnæ do with it what they will.

You have again chosen one of your number to represent you, or to take the lead. You should support her, send in reports of what you are doing: news that will be of interest to the other Alumnæ, and suggestions. Most of all, suggestions as to what you want in the Quarterly. It may be that you feel that the work of suggestions from the student-teachers fresh from their work in the Model School overshadow what is

sent in by the Alumnæ. If so, it will be well to have a part of the Alumnæ section given up to suggestions from the Alumnæ.

The Alumnæ should be one hundred per cent on the subscription list. If the QUARTERLY is not worth your money, and you do not care enough about it to sit down and renew your subscription, there must be something the matter, either with the magazine or with you. Help us to find out what it is and let us know. All we want is to help you to help yourselves.

New Officers

At ten o'clock on the morning of June 3 the Alumnæ Association met, transacted the very interesting business of the year and elected the following officers for the new year: President, Miss Louise Smaw, '16, Henderson; first vice-president, Mrs. Carey Warren, '12, Greenville; second vice-president, Miss Mattie Bright, '14, Washington; secretary, Miss Ernestine Forbes, '15, Greenville; treasurer, Miss Bess Tillitt, '18, new member of the Executive Board, Miss Nell Pender, '11, Greenville; Alumnæ editor of the QUARTERLY, Miss Fannie Lee Speir, '17, Winterville.

The banquet is reported in Commencement News. This year the school furnished the banquet. It was altogether a delightful affair. The faculty committee that attended to it was composed of Mrs. Jeter, Misses Lewis and Miss Scobey.

Sixty-four registered in the Alumnæ book during commencement. Others may have been present at some time during commencement but as their names are not on record they are perhaps lacking in the News.

June was indeed the month of marriages for the Alumnæ.

Alice Harvey Herring, '16, was married on June 12 to William Taylor Ellsworth, of Rocky Mount. *The News and Observer* gave a full account of the wedding, and had her picture in the Sunday paper for June 15. She will live in Rocky Mount. Mr. Ellsworth is a popular conductor on the Atlantic Coast Line Railroad.

Bettie Spencer, '15, was married on June 11, in Washington, N. C., to Mr. L. P. Thomas, of Farmville. They went immediately on a trip to New York and Washington, and on their return stopped in Lynchburg to visit the father and mother of Mr. Thomas.

Gertrude Boney, '16, was married in the month of June, to Mr. Claude Owens, a business man of Fountain. She has been teaching in Fountain and will continue to live there.

Vera Bunch, '18, was married June 25 to Mr. J. Dennis Sitterson. The announcement card gave their home as High Point after July third.

Alice Medlin, '13, was married in June to the pastor of the Baptist

church at Rosemary. She has been teaching in Rosemary, her home town, for some time. Her superintendent says that she was one of his very best.

Bessie Cason, '17, was married in June. The Greenville papers had a full report of showers that were given in her honor.

Judging from the number of the Alumnæ that are going to "rest" next year or have "unsettled plans," but will not listen to teaching propositions, there will be many more marriages to report in the next issue.

Juanita Dixon Lane, '11, continued to teach while her husband served in the army as chaplain. He was separated from her right at the very start of her married life, and he has not yet returned from overseas. He has one of the scholarships which enabled him to pursue a course of study on the other side. She attended commencement.

Sarah Waller Taylor, '12, taught in the Roanoke Rapids School last year while her husband was serving in the 113th artillery, Capt. Cox's battalion. Her husband has returned but she will continue her teaching.

Sadie Exum Williams, '12, of Wilmington, whose husband, Ensign E. F. Williams, did such splendid work in a flotilla of submarine destroyers, was here to attend commencement. She was visiting relatives in Greenville.

Eula Proctor Greathouse, '12, who has been living in Rocky Mount, will move to Nashville to live. She is one of the loyal and true ones to old E. C. T. T. S., always on hand for commencement, and doing whatever she can for the Alumnæ and school.

Margaret Davis Warren, '12, was toastmistress at the banquet.

Nannie Bowling, '12, attended the commencement exercises.

Estelle Greene, '12, was present at commencement.

Hattie Whitehurst Winslow, '13, visited her father's home across the street during commencement week. She was on hand for the exercises. She has a dear little son, who spends some of his time at his grandfather's.

Willie Lee Smith, '13, reports a fine year's work in Greenville, South Carolina.

Josephine Tillery, '13, will be supervisor of writing in the schools in Roanoke Rapids next year. She is attending the Palmer School of Writing, in New York City, this summer.

The class of '14 always sends a good representation to commencement. The following were here this year: Mattie Bright, Emma Cobb, Mae Belle Cobb, Rosa Mae Wooten, Luella Lancaster, and Annie Smaw.

Gladys Fleming is spending the summer in Tennessee and is attending summer school.

Miss Graham, the class adviser of the class of '14, received a budget of letters from some members of the class and from these we have gathered the following information:

Essie Woolard has accepted a position in a bank at her home at Everetts, N. C. She says she likes office work very much but often gets lonesome for the little Virgies and Willies, so she may be teaching again next year.

Helen Daniel tells us that she has lost both brother and father this year so she can't help being heart broken. She is teaching in North Henderson city schools, second grade, and she says she had rather do that than anything else.

Mary Weston writes: The report that the "Teachers Agency" should be called the "Matrimonial Agency" proves false in my case. I taught four years and am still going on.

Lula Fountain gives an interesting report of herself:

I am still teaching third grade in the Rocky Mount graded school. You should see my grade. I have 36 of the dearest little children you ever saw. It is a real pleasure to teach them. We have had several entertainments this year. At Easter time we gave an egg hunt; after that we had a Spring program, and invited several of the grades in our building and the children's parents in to see it. We gave a little play, and the children were all excited because they had on costumes that had been made especially for this little play.

I am real busy these days in helping the High School get up a pageant. It is to be in June. We are taking in the history of Edgecombe and Nash counties. I have been made chairman of two committees—the committees that have charge of the Tournament Scene and the Ku Klux Klan.

I hope to get to go to the commencement this year, but can't tell exactly as our commencement is to be about the same time as the one in Greenville.

It is always a great pleasure to me when I get the QUARTERLY; then I can see what they are doing at our dear old Alma Mater.

LULA FOUNTAIN.

Here is an interesting letter from one of the '14 girls:

WINSTON-SALEM, May 27, 1919.

DEAR GIRLS—At last your letters found me after following me all over, La., Fla., Ala., Ga., Miss., Tenn., S. C., and N. C. You see I am traveling for the Redpath Chautauqua and Lyceum Bureau. I haven't any special territory and Redpath keeps me on the jump from one State to another. I like this work just fine as it keeps me out doors and I have to work with only the best people in a town. Of course I meet some "disagreeable" things while

on the road but I can see the "funny side" *now* and have a good laugh. I'd never teach again even though I used to think I might become a great First Grade teacher.

I have about fifteen more towns to make in North Carolina and then I expect to be sent to the Pacific Coast, won't that be fine? How I wish I could tell you about Louisiana. Really, girls, when I got down in that French Settlement where they do not speak English I felt as though I were in France. Maybe some day I can meet you at old E. C. T. T. S. and then I have something to talk about.

I'd be so glad to hear from you girls. Write me Greenwood, S. C., Box 67, and if you ever want a Lyceum or Chautauqua for your town call on me and you shall have a good one. NINA GATLING.

Commencement visitors from Class '15 were as follows: Ethel Finch, Ruth Proctor, Mabel Cuthrell, Ernestine and Rueblle Forbes and Christine Tyson.

Ruth Proctor, '15, sends the following program of the Dixie High School commencement, Edgecombe County. From this you can judge the kind of work that she and her sister, Mrs. Eula Proctor Greathouse, '12, have been doing. The proof that she continues to teach there must be that she is very successful in her work.

FRIDAY, MAY 30TH, 10:30 A. M.

I. March
   1. Flag Salute
   2. School Song
II. Folk Dances
   1. Dance of Greeting
   2. I See You
III. Club Songs
   1. Canning Club
   2. Pig Club
   3. Sewing Club

Chorus

IV. Folk Dances
   1. Shoemaker's Dance
   2. Ace of Diamonds
   3. May Pole
V. Awarding of Diplomas, etc.
VI. Intermission

12 O'CLOCK

VII. Address
VIII. Picnic Dinner
IX. Weighing and Measuring Babies
Athletics

Mabel Cuthrell writes that the year was so broken she hardly feels she has done a full year's work. "We had to change Primary teachers three times. Mrs. Pitts, (Sue Walston) first had it, but when Mr. Pitts came from camp she resigned and Kate Tillery took her place, but resigned to accept a government position in Washington City. I had intermediate work in the Macclesfield State High School. We bought a nice

$450 piano by just going out and asking the people for the money. I was referee of the girls' basket ball team and we had a few match games with other schools of the county. I am considering attending summer school in Washington as I can't afford to go where I want to,—Knoxville, Tenn."

The Class of '16 was represented at commencement by a goodly number. This class was honored by having one of its number, Louise Smaw, elected as president. Louise was here and accepted the honor. She won a scholarship to Peabody College for Teachers. Others present were: Ella Bonner, Trilby Smith, Eva Pridgen, Viola Gaskins, Bloomer Vaughan, Gladys Warren and Lida Taylor.

The following girls of the Class of 1917 attended the commencement exercises, most of them staying in the dormitory. They had a jolly good time enjoying their reunion and discussing their experiences since their last reunion, in 1918:

Lizzie Stewart, (the first one to arrive on the scene), Jennie McGlohon, Bessie Cason, (her last appearance as Miss Cason), Vivian Case, Lucille Bulluck, Nannie Mack Brown, Sue Walston Pitts, Lou Ellen Dupree, Julia Elliott, Virginia Suther, Lillie Mae Whitehead, Ophelia O'Brian, Fannie Lee Speir, and Mary Cowell.

All these except two have been teaching and report a good year in the schoolroom. Vivian Case is working in a bank at Farmville and Lucille Bulluck in her brother's store in Rocky Mount. This class is honored by having one of its members as Alumnæ editor.

Good reports have come to the Training School of the excellent work that Virginia Sledge has been doing with fourth grade in the Graded School at Tarboro, North Carolina.

Ada Credle, '17, who is attending the Training School during the summer term, reports a delightful year in Moore County.

Ophelia O'Brian wrote the following interesting report of herself:

I taught at Grangers, Lenoir County, seven months without interruption, not even influenza stopped me. Miss Sloope, a Charlotte girl, helped me and we had a very successful year. Our school closed the middle of May with an entertainment consisting of songs, games, recitations and a music recital by the music pupils. The school work has been delightful. Only six grades for two teachers,— domestic science and music.

I am not coming back next year, as this is my second year here, and it seems unwise to stay too long in the same place. I don't think I will attend summer school as I have been doing special work, under our supervisor, with the idea of not attending in view. You know we don't any of us get rich teaching, and summer schools are expensive. I would like to go, however. I have not yet accepted a school for next year.

Wishing the Association all success, I am, Faithful and loyal,

OPHELIA O'BRIAN.

Ophelia will teach fourth grade in the Kinston schools next year, is the latest news.

THE CLASS OF 1918 enjoyed very greatly their partial reunion at commencement. A number were absent because their schools had not closed, and others who had been teaching in Pitt County or near by, but who live at some distance, felt that they could not afford to return so short a time after leaving.

At the meeting "under the holly trees" on Monday morning, the girls gave most interesting accounts of themselves, and reported interesting items of the absent ones. Letters were read from many absent. A number were here throughout commencement and were guests in the school. Others were here for a part of the time. Some came in to the commencement exercises. Those who were guests in the dormitory were as follows: India Elliott, Clellie Ferrell, Ruth Fenton, Jessie Howard, Louise Croom, Pattie Farmer, Lula Ballance, Sophia Cooper, Sallie Best, Willie Wilson, Estelle O'Berry Moore, Camille Robinson, Eula Peterson, Burwell Patterson, Olive Lang, Lelah Parker, Lena Griffin, Helen Lyon, and Cora Lancaster. Willie Jackson, Lucy Jenkins and Irene Fleming were in town and came out to exercises. Bernie Allen and Ethel McGlohon and Thelma Bryan (Mrs. George B. Cherry) attended some of the exercises.

Monday a very attractive luncheon, especially for the class of 1918, was served at a long table which was decorated with sweet peas. Mrs. Jeter arranged for the luncheon and Miss Jenkins, the class adviser, presided.

Time and again the girls met together, but one time was just before the exercises on Wednesday morning. It was like an experience meeting. Some of the reports from the girls are given below:

Elsie Morgan wrote from Kinston that her school had not closed. She had enjoyed her work there very much, but as she did not go there until March she felt that she did not accomplish what she had dreamed of doing her first year. Later news came that she had accepted a place in Wilson for next year. Fine reports of her work have come in from others.

Ethel Smith sent in her regrets at not being able to be with the class: "I have been teaching at Quinerly, near Grifton, the first and second grades. I have enjoyed the year's work very much. I feel that I have made many mistakes but I hope to profit by them another year."

Louise Mewborn wrote that she had intended coming but that her mother was ill and she could not leave her. She wrote that she had enjoyed the year's work.

Vera Bunch was married on June 25 to Mr. J. Dennis Sitterson. The announcement card gave her home as High Point after July 3. She left the schoolroom feeling that she was in love with the work. She wrote: "I taught at Mt. Gould, about twenty miles from my home,

Windsor. My little pupils were just as sweet as could be. I taught fourth and fifth grades. I think I got enough pleasure from the work to pay for the hard work I put into it. Of course, there were some hard days, but they were soon forgotten. If I were going to teach I think should like to go back to the same place. The community was a good one in which to work. They offered me a considerable increase in salary."

Alice Outland wrote that she had had a very successful year teaching in Lenoir County, six miles from Kinston. She intends to return to the same place.

Elizabeth Hutchins could not come because the schools in Tarboro were not out. The news comes that she has perhaps a chance to study next year at Peabody College.

Sarah Williams wrote from her home, Newton, that she had expected to come but that her brother arrived from France so she could not leave home. She did not teach the first of the year, but the latter part of the year she filled a vacancy in the seventh and eighth grades in the Stony Point School. She says she was carried away with the work. She is to be principal of a three-teacher school next year but did not say where it was.

Burwell Patterson had a great time at Hollister, teaching with two other Training School girls, and she feels gratified at the results of the year's work, considering that they had to close down for about eight weeks. This is a nine months school but they taught only about six and a half months. She is teaching for two months at Hollister this summer. Next year she will go into a graded school and teach first grade only. At Hollister they have very attractive school grounds. They had a fine commencement. Their Senior play was a great success; they made $106.38 which they spent fixing up a furnace.

Clellie Ferrell says: "It fell to my happy lot to teach in the Eureka School, in Wayne County, and I know I was fortunate enough to have the best boarding place in the State. I taught first and second grades, and I enjoyed the work very much indeed. While I know my mistakes were many, I feel stronger for another year. I was offered a position there another year with only one grade and with increased salary, but my plans are not settled."

Helen Lyon was planning to teach in the mountains during the summer. She enjoyed her work teaching first and second grades in the Roxobel School. She told the girls all about Sallie Tyler's illness and death.

India Elliott enjoyed teaching near her home, and intends to teach there again next year.

Olive Lang was not sure whether or not she would return to the place she had last year—the third and fourth grades in the Creekville School, near Conway.

Eula Peterson was principal of the Cedar Creek School, Cumberland, and expects to return there next year. She was looking for two Training School girls to take back with her. It speaks well for her work that the committee trusted her to select these teachers. She has had a considerable increase in salary offered her as an inducement to return.

Sophia Cooper had a fine year at Heathsville. She began as primary teacher but she says just as she began to feel at home with her little tots the "flu" epidemic caused the principal to give up her work, and she was called to fill that vacancy. She says: "I felt awfully skittish when I first faced the eighth grade, but they were fine and I got along well. I was asked to return, but have not yet decided what to do."

Lelah Parker, who has been one of the eight teachers in the Lucama High School, Wilson County, expects to return there next year and is planning a Domestic Science Class. She says: "The people were lovely to us, and I know I had the best community and the best superintendent in North Carolina. We lived in a teacherage and had a lady principal. I organized a society in my room and named it the Edgar Allan Poe Society. We had a program every Friday afternoon. We had a great deal of written composition, as the children were weak in this. In January we had a box party, and made $83 clear. We bought a tennis net, basket ball goals and balls. Our high school girls played seven match games and won six."

Sallie Best says: "I have been teaching in Eureka this year and had a very pleasant year; I enjoyed working with the little tots. I had third grade work and music."

Nannie Clapp is teaching in a summer school at Whitakers.

Irene Fleming reports a very delightful year spent teaching in Watertown, Tennessee.

Summer School News and Notes

Faculty for the Summer Term

Mr. C. W. Wilson is Director of the Summer Term. He has held this position for several years. A number of the regular faculty remained for the summer. Mr. H. G. Swanson, superintendent of the Greenville schools, who is a member of the faculty but does not teach during the other terms, is giving a regular course in Pedagogy.

Mr. S. B. Underwood, superintendent of Pitt County and a member of the faculty has large classes in School Administration and School Law. The other regular teachers remaining are: Mr. H. E. Austin, Science; Miss Alice V. Wilson, Science; Miss Mamie E. Jenkins, English; Miss Annie Ray, Primary Methods; Miss Nellie Maupin, Pedagogy; Miss Kato Lewis, Drawing; Miss May R. B. Muffly, Public School Music; Miss Miriam McFadyen, Principal of the Model School, critic teacher; Miss Agnes Whiteside, critic teacher, Model School.

Miss Birdie McKinney, of Reidsville, who has been principal of the Wilson High School, becomes a regular member of the faculty again this summer. She will teach Mathematics next winter. She was a charter member of the Training School faculty.

Mr. H. B. Smith, superintendent of the New Bern Schools, is teaching English. He has been in the summer faculty several times.

Miss Elizabeth Bogle, of Lenoir City, Tenn., who has been War Emergency City Household Demonstration Agent in Winston-Salem, is teaching Household Economics here for the second summer.

Mr. A. M. Proctor, superintendent of the Roanoke Rapids Schools, is teaching History.

Mr. A. H. Allen, superintendent of the Reidsville Schools, is teaching Mathematics and History.

Miss Edna Miller, of Rochester, New York, has the piano pupils.

Miss Sallie Hammet, of the Durham Schools, is critic teacher in the Model School.

Miss Maude Beatty is teaching writing. This has not been taught in the Training School in separate classes since the first years of the school, but the course will perhaps prove so popular that it will be repeated.

The officers of the school remain the year around, hence Mrs. Beckwith, Mrs. Jeter, Miss Beaman, Mr. Spilman, and Misses Ray and Stell are in their regular places.

Miss Frances Jeter is assisting Mrs. Jeter.

Two hundred and seventy students are enrolled during the summer term. These are from 44 counties, and three states. The enrollment by counties is given below:

Pitt, 25—Rose Burris, Annie Carroll, Annie Clark, Estelle Collins, Carey C. Cox, Leona Cox, Lottie Ellis, Nannie Lee Elks, Ruby Ezzell, Hattie Holmes, Christine Johnston, Weslie Laughinghouse, Ferol Little, Mrs. Lillie J. Manning, Ethel McArthur, Lucy G. Moore, Katie Munford, Annie Belle Quinerly, Bert Quinerly, Lillie Satterfield, Bettie Spain, Myrtle Tucker, Vermelle Worthington, M. Addie Johnston, Annie Venters.

Duplin, 22—Estelle Alderman, Alma R. Batts, Nora Blackmore, Olga Evelyn Davis, Bertha Dixon, Aileen Draughon, Sudie Fountain, Carrie M. Howard, Virginia Johnson, Eunice Lanier, Celia V. Maxwell, Lula Mercer, Virginia Pigford, Kathleen Rogers, Mary Lou Wallace, Lillie Bell Ward, Norma Ward, Hattie Wells, Helen Wells, Ruth Wilkins, Ollie Mae Clark, Annie T. Wells.

Halifax, 20—Winnie Boseman, Urma Britt, Mamie Butts, Viola Butts, Lucy Hayes, Kate Johnston, Lee Vann, Elizabeth W. Lucas, Mamie L. Matthews, Geraldine Moore, Ollie Moore, Sue Best Overstreet, Mary Willey, Elmira Wommack, Mabel Wommack, Belle Wood, Mary Harrell, Ethel Madry, Bernedyne Summerell, Lillian Purvis.

Sampson, 14—Mrs. Llewellyn Beaman, Frances Clifton, Bessie Daughtry, Mary Daughtry, Monnie Downing, Eunice Fisher, Nellie Fisher, Esther Gilbert, Cleone Hobbs, Azile Johnson, Mary Lee Lowe, Ella M. Parker, Pearl Parker, Mabel Rivers.

Onslow, 13—Annie Arthur, Minnie Beasley, Mary E. Brown, Annie Cavenaugh, Virginia Davis, Millie L. Everett, Sallie Gillette, Mary A. Hurst, Carrie Midgett, Creasie Millis, Nancy J. Morris, Bertha Morton, Leona M. Winstead.

Beaufort, 13—Mary Davenport, Armecia Gerrard, Ida B. Guthrie, Elizabeth Harvey, Nellie Hollande, Dora Lee Jordan, Ophelia Latham, Edna D. Moore, Pearl Prescott, Lillian Roe Purser, Myrtie Taylor, Emily Turnage, Eva Gurganus.

Bladen, 12—Docia Butler, Johnnie Cain, Flavon Edge, Louise Jessup, Carrie Johnson, Lula McDuffie, Ruby Porter, Octavia Rice, Kate Shaw, Ethel Squires, Eva Louise Tatum, Aleen Woodburn.

Chowan, 14—Vera Baxter, Goldie Bunch, Ida R. Bunch, Wessie Evans, Katie Fleetwood, Lenna Fleetwood, Linie Foxwell, Laura Hollowell, Inez Perry, Mabelle Privott, Ellie H. Rountree, Cornie Ward, Mattie Sanders, Mrs. Sarah Bunch.

Northampton, 12—Rachel Allen, Nettie Bridgers, Ellen Bryant, Beatrice Futrelle, Lillian Johnson, Audrey Parker, Mary Ellen Read, Etta Rowland, Boyd C. Storey, Mattie Vann, Irva G. Winslow, Emma J. Brown.

Nash, 10—Beulah Coley, Pearl Siddie Everette, Annie Harper, May Joyner, Nancy Joyner, Katie Young Sears, Nannie Strickland, Marguerette Tyree, Ada Valentine, Debbie Vick.

BERTIE, 10—Lillian Byrum, Sallie Early, Jessie Flythe, Helen E. Gillam, Clara W. Goode, Millie Harrell, Pattie Lawrence, Margarett E. Sallenger, Nora Todd, May Phelps, Blanche Burden, Erma Peele.

CRAVEN, 10—Mattie Lou Barwick, Mary Connor, Ida Forrest, Thelma Hawkins, Bessie Henderson, Minnie Joyner, Lillie Mae Nelson, Ada Stubbs, Thelma Williams, Mamie E. Brown.

HYDE, 10—Margaret B. Ballance, Elva Byrd, Ada Credle, Agnes Gibbs, Thelma Jennette, Blanche Murray, Rosa Selby, Mildred Swindell, Helen M. Lavender, Lillian Swindell.

GATES, 7—Mabel Blanchard, Sarah M. Blanchard, Aillene Harrell, Elizabeth Hobbs, Maude Hofler, Elsie Simpson, Zoe Sawyer, Elsie Simpson.

HERTFORD, 7—Effie Early, Mary Gatling, Mary Jernigan, Joe Kiff, Daisy Modlin, Bertha Powell, Eva Wynne.

WASHINGTON, 7—Caroline Furlough, Gwendolyn James, Mattie Liverman, Cora Leigh Marriner, Annie Mizell, Alethia Swindell, Nellie Tarkenton, Bessie Barnes, Callie Barnes.

LENIOR, 6—Mary Cauley, Rebecca Croom, Lucile Fordham, Hoppie Harper, Gretchen Sutton, Thelma Sutton.

MARTIN, 6—Alice M. Alligood, Eva Gladys Ange, Julia Belcher, Mattie Mizelle, Rhoda Peel, Bertha Ward.

PENDER, 6—Vistula Burton, Ruth O. Dobson, Myrtle Ellen Horrell, Gussie Raynor, Mollie Raynor, Ethel Southerland.

JOHNSTON, 5—Myrtie Bass, Alice Grice, Flora Lee, Loma Massingill, Julia S. Rose.

PERQUIMANS, 6—Manola Jolliff, Wilma Jolliff, Mattie Lou Perry, Lillie Phthistic, Sallie E. Winslow, Nora Chappell.

EDGECOMBE, 5—Mrs. Helen A. Knight, Joe Reba Moore, Mamie N. C. Pridgen, Cornelia Stallings, May Vick.

GREENE, 5—Mrs. W. B. Carraway, Allyne Dawson, Clyde Hunt, Emma Phelps, Johnnie Patrick.

TYRRELL, 4—Reba Alexander, Mattie Brickhouse, Lillian Dillon, Ruth Liverman.

CUMBERLAND, 3—Janie Graham, Eugenia Melvin, Eula Smith.

PAMLICO, 3—Ola T. Keel, Gertrude Martin, Glennie Woodard.

ROBESON, 3—Sallie Inman, Lizzie Page, Esther Willoughby.

WAYNE, 4—Rosa Hooks, Mary Catherine Matthews, Alice Wilkinson, Kate J. Kornegay.

Brunswick, 2—Eula Powell, Mattie E. Powell.
Caswell, 2—Edna McGuire, Frances Walker.
Dare, 2—Edith Meekins, Mamie Meekins.
Durham, 2—Mary Ann Glenn, Annie Lee Perry.
Franklin, 2—Lanie Horton, Lallie Smith.
Pasquotank, 2—Lillian Lee Spence, Della Williams.
Warren, 2—Alice Hardy, Pearl Floyd.
Wilson, 2—Elizabeth Bass, Mary Vann O'Briant.
Cartaret, 1—Gladys Pelletier.
Currituck, 1—Zuma Ballance.
Granville, 1—Fuller, Effie.
Harnett, 1—Georgia Barnes.
Jones, 1—Minnie W. Hurst.
Person, 1—Mabel Harris.
Vance, 1—Helen L. Wicker.
Wake, 1—Alice Banks.
Virginia—Ruby A Banks, Norfolk County, Ellen Moss, Norfolk, Mae D. Osborne, Richmond.
Massachusetts—Myrtie Morse, Framington.

Mr. George Howard, superintendent of the Edgecombe School, gave an illustrated lecture on the evening of June 14, on the subject of Consolidation of Schools. He showed many interesting lantern slides showing what had been done in Edgecombe County. The pictures of the trucks and of the old and new school buildings, and the stories he told of the changes taking place, what has already been done, and what is going to be done in the very near future, made one realize that Edgecombe County would soon be a consolidated county. The advantages of the system are not even questioned now, therefore he spent his time showing how it could be done. He gave much valuable advice about transportation.

Miss Mary Shotwell, director of the campaign for teaching Thrift, visited the school at the beginning of the summer term, and impressed upon the authorities the importance of teaching thrift during the term. The plan is to have the subject brought out especially in correlation with other subjects, rather than giving it a place by itself. The opportunities for developing the idea through other subjects are great, and the lessons far more impressive.

Miss Hattie Parrott, of the State Board of Examiners and Institute Conductors, spent several days in the school at the beginning of the term, advising the students what to do about certificates, and helping them in any and every way she could.

Miss Mollie Heath, of the New Bern Schools, who was one of the critic teachers in the summer term in 1916, made a short visit to the school the last week in June.

Superintendents and principals are calling out for teachers. One county sent in a call for 80 teachers from this school.

Director C. W. Wilson paid a visit to Elizabeth City recently for the purpose of inspecting the Normal School for the Negroes. He is a member of the Board of Trustees of this institution.

National President Wright attended the meeting of the National Educational Association which met in Milwaukee, June 29, to July 7.

FOURTH OF JULY CELEBRATION

The Fourth of July was celebrated at the Training School in the afternoon by a patriotic program and a patriotic address by Mr. A. M. Proctor, of Roanoke Rapids, a member of the summer school faculty.

The program was as follows:

Songs ..... THE SCHOOL
The Anvil Chorus
Speed Our Republic
The American Creed ..... THE SCHOOL LED BY THE "H" CLASS
Reading of Extracts from President Wilson's
Flag Day Speech ..... MISS ELIZABETH BASS
Three Camp Songs ..... JUNIOR CLASS ("C 1")
Fritzie Boy
Stars and Stripes Forever
When the Great Red Dawn is Shining
Reading of Flag Poem by Frank Stanton
Patrick Henry's Speech (on the Graphophone)
Address ..... A. M. PROCTOR

C. W. Wilson, Director of the Summer School, introduced Mr. Proctor.

Mr. Proctor read in the beginning Secretary Lane's famous speech on "The Makers of the Flag," and followed this up with a strong talk to the young women, showing them the increased responsibilities that were placed upon women today and how women would be compelled to meet these responsibilities and were becoming more and more makers of the flag.

While the talk was serious, progressive, and full of profound thought, yet it was by no means solemn. Witty stories, well told and aptly applied, were sprinkled throughout the talk. He would get the girls in a gale of laughter, and then swiftly turn their thoughts to the serious application.

He reminded his audience of the fact that history was full of the deeds of men, and had very little to say about the deeds of women, but women were beginning to assume credit for the position they have long held. Changes are taking place so rapidly that the future of woman will be vastly different. Reformations and revisals are going on. A woman cannot retire beyond the walls of her home, because home-making has gone beyond the home. The old way of being able to concentrate all the home-making in the home has gone. Clothing, food, and necessities

that used to be produced in the home now come from outside. Life has become complicated. The health of the family, the education, the morals—all that concerns the children reaches out so that the true home-maker must concern herself about all these things everywhere. Women should be on school boards, and in all places where the problems of the home and family are considered especially.

We have outgrown the Monroe Doctrine and we have outgrown the old attitude towards woman. The question is, will you rise to the emergency? You will, of course, make mistakes, even as men have done. Women will have to learn a number of things. She will have to become more democratic than the average woman has been, if she is to do her part, will have to give up her old petty jealousies and rivalry with her neighbors. She must cultivate a spirit of open-mindedness, must learn to see two sides of a question; get the point of view of others.

"A" Class Entertains Juniors

(This was the last of class social affairs, and was too late to get in the spring issue of the Quarterly.)

The First Year Academic Class, better known in school circles as the "A" class of the Training School, entertained their "sister class," the Juniors, on Saturday evening, with a most attractive and unique entertainment, followed by a social hour. The faculty were among the invited guests with the Juniors.

After the guests assembled in the auditorium the "A" class came out on the stage in school girl style and seated themselves informally on sofa pillows, the floor, anywhere, for an informal class meeting. Miss Gertrude Stokeley, the class president, presided. When the minutes were called for, Miss Lillie Mae Dawson, secretary, unfolded a long roll of minutes which stretched out on the floor, and reported startling news from both classes, including jokes, personalities, and other items that kept the girls roaring with laughter.

The program was very cleverly introduced at the time when the question of what they should do to entertain the Juniors came up. Some one proposed that they give a "stunt" party, and as each stunt was suggested it was given, as if in mere preparation for what they were going to do later. In this way songs, recitations, and dramatizations were given. Misses Gertrude Stokely and Lillie Mae Dawson impersonated the class adviser of the "A" and Junior classes, respectively. Miss Lucy Kornegay impersonated one other member of the faculty both classes have for teacher.

A few toasts were given to the Juniors, whereupon someone asked what was the object of having toasts without refreshments. Then someone suggested that they serve refreshments as they had fifty cents in the treasury and that would buy ten ice-cream cones, and they could

earn the remainder of the money weeding the campus. The Juniors were then invited into a room embowered with the flowers and the purple and gold and white colors of the Junior and "A" classes.

Here much excitement was created by the guests finding the souvenirs that had been prepared for each Junior and member of the faculty. Punch and wafers were then served by Misses Athleen Whichard, Christine Evans, Inez Frazier, and Ophelia Latham; and the remainder of the evening was spent in dancing and merry making.

Y. W. C. A. SERVICES

Each Sunday evening the Y. W. C. A. services are conducted in the auditorium.

On the first Sunday of the summer term, Mr. J. H. Allen led. Prof. C. W. Wilson led on the evening of June 29. Mr. S. B. Underwood was in charge July 6. Pres. Wright led one evening, Mr. H. B. Smith once, and Mr. A. M. Proctor once.

Mrs. Kate Brew Vaughn spoke on the evening of July 7 on the subject of "Keeping Fit." Mrs. Vaughn is associated with the State Department of Health and is doing effective work in arousing the women to thought and action on health topics. Her talk was timely, practical, and made an impression.

Mr. Frederick William Wile, the Chautauqua speaker of Thursday evening, talked to the students of the Training School at the Assembly hour on Friday morning. He spoke on the same subject as that of his lecture, the understanding between the British and the American, but developed more fully how history can be taught so that all the greatness of the Revolutionary period can be preserved and handed down to the children and yet so that there may be no feeling of hostility towards the English left in the hearts of the children. He explained that the great thinking people of England have always understood the Americans and our position and that our troubles with England grew under a German king and that he had to hire Hessian troops to fight us.

It meant a great deal to the young women of the school to have this great writer to interpret the English to them. All who heard him felt that he was speaking with authority and sympathetic understanding.